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ABSTRACT

This training course manual introduces and explains the juvenile counselor training course developed as part of the evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections Program in California. The manual provides information on the assumptions that guided the development of the course, the process by which they were developed, and how to use the specifications in the course to prepare course lectures, materials, and tests. The manual is divided into eight sections that cover the following: (1) the major assumptions that guided the development of the training course; (2) a description of the juvenile counselor's job; (3) an overview of the juvenile counselor core training course; (4) daily course schedules; (5) performance objectives for the course; (6) performance objectives for test preparation; (7) performance objectives by core task index; and (8) the full list of juvenile counselor core tasks. (KC)

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STANDARDS AND TRAINING
FOR CORRECTIONS PROGRAM

STC

BOARD OF CORRECTIONS

CORE TRAINING COURSE MANUAL

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JUVENILE COUNSELOR

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APPENDIX B-2

JUVENILE COUNSELOR CORE TRAINING COURSE MANUAL

STANDARDS PROJECT: TRAINING PHASE

State of California, Board of Corrections

Standards and Training for Corrections Program

1987

JUVENILE COUNSELOR CORE TRAINING COURSE MANUAL

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Introduction

The primary purpose of this core training course manual is to introduce and explain the STC training course to local training providers. These specific guidelines are for the development and evaluation of courses proposed for STC certification, therefore it is important that training providers understand the following: (a) the assumptions which guided the development of the course, (b) the process by which they were developed, and (c) how to use the specifications in the course to prepare course lectures, materials, tests, etc.

The manual is divided into eight sections. In Section 1, the major assumptions which guided the development of the training course are presented. Because of the significant impact of these assumptions, it is essential that they be carefully considered. Without this understanding, the course is likely to raise more questions than it answers.

In Section 2, the Juvenile Counselor's (JC) job is described in terms of its: (a) overall mission; (b) role and function in the California Juvenile Justice System; (c) major tasks and responsibilities; and (d) knowledge and skill requirements. The most fundamental assumption underlying the development of the course was that it should be job-related. However, since the JC's job varies somewhat from one county to another, one might reasonably ask: "To what job is the course related?" Section 2 answers this question.

Section 3 presents an overview of the JC Core Training Course. This overview includes an outline of the course content and a master schedule showing the time to be spent on each major topic (or unit) and the sequencing of these topics.

In Section 4, daily course schedules are presented. These schedules include an hour-by-hour account of the topics to be presented, recommended instructional methods, and specifications for testing. The daily schedules provide the basic structure within which specific lessons and instructional activities can be developed.

Section 5 presents the performance objectives for the course. In a very real sense, these objectives are the heart and soul of the course. They are the fundamental building blocks for further course development, the means by which course purposes are communicated, the goals toward which trainees will strive, and the basis for developing methods to evaluate instructional effectiveness. To provide further guidance for course development efforts, recommended instructional methods, instructional time estimates, and testing specifications are presented for each objective.

In Section 6, the Test by Performance Objective Index is presented. This index identifies the performance objectives which are to be included in each job knowledge, written skills, and behavior skills test in the course. It also provides estimates of the number of items to be included in job knowledge tests and the testing time required for written and behavior skills tests. Together with the performance objectives and design specifications in Section 5, this index provides a framework for test development activities.

Section 7 presents Performance Objectives by Core Task Index. This index documents the relationship of each performance objective to one or more important JC core tasks. A core task is one that is important and commonly performed by JCs statewide.

In Section 8, the full list of JC core tasks is presented. This listing of the tasks is necessary because Section 7 provides only a number for each performance objective. The core task list will allow the reader to examine in detail the relationship between performance objectives and core tasks.

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1. ASSUMPTIONS GUIDING DEVELOPMENT OF THE CORE TRAINING COURSE

Training or design projects involve a series of decisions, many of which are critical to producing an effective instructional program. For example, the designer must repeatedly make decisions regarding the inclusion or exclusion of specific content in the training course. While such decisions are often complex and difficult, they are much more easily made if some basic assumptions or parameters have been established for the project. In this section of the manual, the assumptions which guided the development of training standards for the JC Core Training Course are presented. While the reader may disagree with some or all of these assumptions, they provide an essential framework for understanding the rationale behind the form and content of the new training course.

Assumption #1: Content of the training course should be job-related.

This assumption refers all decisions on training content, methods, and format back to the actual demands of the JC's job. To the extent that knowledges or skills are not essential to job performance, they should not be included in the training course. The job description which guided the development of the JC Core Training Course is presented in Section 2 of this manual.

Assumption #2: The training course should specify the training needed by "entry-level" JCs who have no prior training or experience in probation or corrections.

This assumption identifies "entry-level" JCs as the target audience for the Core Training Course. The training needs of experienced JCs are not covered by this course. Although some entry-level JCs may have some background in corrections, the assumption of no prior training or experience ensures that the Core Training Course will cover the needs of all entry-level personnel, even those with no background at all.

Assumption #3: The training course should specify only those knowledges and skills which are essential for the newly hired JC to meet minimum performance standards for entry-level personnel and to obtain maximum benefit from subsequent on-the-job training and experience

It is very important to recognize that the Core Training Course cannot and should not be expected to produce an experienced JC capable of handling every job assignment. At most, formal training can only simulate job demands and conditions. It cannot replace actual experience on the job. However, the Core Training Course can provide the trainee with the basic concepts, tools, skills, etc. necessary to make sense of the job and accelerate the learning process.

Assumption #4: Trainees will complete the entire Core Training Course prior to their first actual work assignment.

Assumption #4 is derived from Assumptions #2 and #3. Since trainees are assumed to have no prior background in corrections (Assumption #2), the Core Training Course must be completed before trainees begin to accumulate experience on the job. This assumption should also help minimize the differences in background and experience among trainees in a given course. Most training providers will readily acknowledge the problem of dealing with classes composed of trainees with widely varying levels of knowledge or skill. Following from Assumption #3, trainees should complete the Core Training Course prior to their first work assignment because this will allow them to most efficiently learn from their on-the-job experience and achieve proficiency as soon as possible.

Assumption #5: The Core Training Course should be administratively feasible and efficient.

Every training course must operate within certain administrative constraints (e.g., time, budget, personnel). The Core Training Course was designed with the following constraints in mind:

. **Daily Schedule**:

To the extent possible, the daily course schedules were constructed to be compatible with an eight-hour training day.

. **Testing Periods**:

Testing has been scheduled in time blocks at the beginning or at the end of a training day where possible. This provides for the possibility of hiring a test proctor to monitor testing, rather than the instructor, thus potentially reducing overall training costs.

. **Instructional and Testing Methods**:

It was assumed that classroom training is the preferred training delivery method. Where feasible from an instructional perspective, lecture, class discussion, demonstration, and role playing were recommended over methods requiring hardware or software that may not be readily available in some counties (e.g., videotape). No computerized instruction was recommended.

The multiple choice test format was the preferred testing methodology for measuring knowledge-based performance objectives because of its proven value for measuring many different types of learning and its low cost.

2. DESCRIPTION OF THE JUVENILE COUNSELOR JOB

Assumption #1 in the previous section of this manual holds that the training course should be job-related. However, the JC job can differ considerably from one county to another. To what job, then, is the training course related? The answer is that the course is related to the "core" JC job, i.e., those activities or tasks which are performed by JCs all over the state, regardless of the location, size, budget, etc. of the county. Our description of this "core" job comes from two basic sources. First, the overall mission of the JC job and its place in the California Juvenile Justice System are established in state law. The second source of data about the "core" JC job comes from a statewide job analysis sponsored by the Standards and Training for Corrections (STC) Program. Drawing upon each of these sources, this section of the manual will describe the "core" JC job in terms of its: (a) overall mission, (b) role and function in the California Justice System, (c) major tasks and responsibilities, and (d) knowledge and skill requirements.

Mission of the Juvenile Counselor

The overall mission of the Juvenile Counselor is to ensure safe, secure and constructive care for minors committed to the counselor's supervision. While the particulars of the mission may vary based upon the counselor's assignment, these three are the principal objectives to be achieved:

1. Ensure safety - includes protection of the minors' health and physical well-being.

2. Ensure security - maintaining minors in custody as legally required for the protection of the community and themselves.

3. Ensure constructive care - includes minimizing any destructive effects of custody and promoting positive change in unacceptable behavior patterns.

Role and Function of the Juvenile Counselor

The role and function of the Juvenile Counselor is to carry out tasks as assigned subject to state laws and regulations and the policies and procedures of the employing agency.

The tasks which make up the Juvenile Counselor job may differ greatly depending upon the type of institution to which the counselor may be assigned. The emphasis of each institution may vary substantially. Such basic differences may be related to the size of the institution, the degree of security, e.g., maximum, medium, low; the nature of the physical structure, e.g., concrete, wood, individual cells, dormitories, and many other characteristics. Each institution has its own unique character and will have assignments which will utilize different skills of the counselors working within it.

Major Tasks and Responsibilities

The major tasks and responsibilities of the JC job in the State of California have been defined in the job analysis phase of the Standards Project sponsored by STC. For the purposes of this manual, only the highlights of that study will be presented. The reader is referred to the job analysis technical report for a much more detailed presentation of the study's methodology and results.

The primary data gathering instrument in the statewide job analysis was a structured task questionnaire completed by JC supervisors and incumbents. Respondents were asked to rate the frequency and importance of 204 tasks. These ratings were used to identify "core" tasks, i.e., those which are commonly performed by JCs across the state and which are perceived to be essential to the job. As a result, 162 of the 204 tasks were identified as constituting the "core" JC job.

While each of these tasks cannot be presented here, the following task categories summarize the content of the core job. They include booking, receiving, and releasing; admissions and orientation; escorting and transporting; supervising juveniles daily care, custody, recreational or leisure time activities, and work details; casework; record keeping and report writing; searching and securing; supervising visitors and non-inmate movement; handling emergencies; communicating; and performing physically demanding and other miscellaneous tasks.

From a training perspective, the statewide job analysis provides a general picture of the knowledge and skill requirements (i.e., training needs) of Juvenile Counselors. It does not, however, tell us how these knowledges and skills are related to the core tasks. The nature of this linkage is critical to designing training which is focused on job performance rather than general subject matter. To obtain more specific information, a threeday training needs analysis workshop was held. Participants were experienced Juvenile Counselors or supervisors from counties around the state.

The primary product of this workshop was a detailed listing of the knowledge and skill requirements for each core job task. These knowledges and skills then provided the basis for writing the performance objectives which are presented in Section 5 of this manual.

Because of the volume of detailed information generated by this process, the results have been summarized in terms of the major categories of knowledges and skills identified. For the actual results, the reader is referred to the Development of Training Standards, The Standards Project: Training Phase Technical Report[2].

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1 Grabow, K.M., Sevy, B.A., and Houston, J.S. (1983). Statewide job analysis of three entry-level corrections positions for the California Board of Corrections Standards and Training for Corrections Program. Minneapolis, MN: Personnel Decisions, Inc.

2 McKenna, D.D. and Pottle, C. (1985). Development of Training Standards: Standards Project: Training Phase Technical Report. Minneapolis, MN: Personnel Decisions Research Institute.

The knowledge requirements identified as necessary for a Juvenile Counselor include:

- roles and responsibilities of the JC
- Juvenile Justice System and process
- codes, CYA standards, and Juvenile Court rules
- indicators of physical/medical, child abuse, substance abuse, and suicidal problems
- classification system
- contraband
- common weapons
- problems with non-inmate movement
- escape risk factors
- ethnic/cultural factors affecting juvenile behavior
- indicators of gang affiliation
- group dynamics
- assaultive behavior principles
- transport procedures
- emergency procedures
- safety/health standards and procedures
- recreation and leisure activities
- security procedures
- scope of the JC-client relationship
- resources and referrals
- crisis intervention techniques
- style and content of reports
- classification and housing procedures
- booking and receiving policies and procedures
- release procedures
- court procedure, role, and process.

The skills identified as necessary for a Juvenile Counselor include:

- skill in observing and recording behavior
- identifying security problems and predictors
- managing assaultive behavior
- using evasive self-defense techniques
- applying mechanical restraints
- handling medication
- managing work details
- group counseling
- developing counseling goals and plans
- interviewing/information gathering
- public relations
- testifying in court
- CPR/First Aid

3. CORE TRAINING COURSE OUTLINE AND UNIT SCHEDULE

The purpose of this section is to present an overview of the JC Core Training Course. This will be done in two ways. First, an outline of the course units and modules will provide an overview of the general course content and sequence. Second, a unit schedule will be presented in a timeline showing the recommended length of each unit and the real-time sequence of the units.

Course Outline

UNIT 1.0 CALIFORNIA JUSTICE SYSTEMS ORIENTATION

Module 1.1 Roles and Responsibilities of the Juvenile Counselor
Module 1.2 Juvenile Justice System and Process

UNIT 2.0 CODES, STATUTES, AND OTHER LEGAL FOUNDATIONS

Module 2.1 Legal Foundations for Juvenile Institutions
Module 2.2 Reference Use of the Codes, CYA, and Juvenile Court Rules
Module 2.3 Common Lawsuits Against Correctional Agencies and Employees

UNIT 3.0 IDENTIFYING PSYCHOLOGICAL/MEDICAL PROBLEMS

Module 3.1 Behavioral Observation
Module 3.2 Indicators of Physical/Medical Problems
Module 3.3 Indicators of Child Abuse
Module 3.4 Indicators of Substance Use and Abuse
Module 3.5 Indicators of Suicidal Tendencies

UNIT 4.0 IDENTIFYING SECURITY PROBLEMS/PREDICTORS

Module 4.1 Classification System
Module 4.2 Common Types of Contraband
Module 4.3 Common Weapons
Module 4.4 Problems with Non-inmate Movement
Module 4.5 Escape Risk

UNIT 5.0 IDENTIFYING SOCIO/CULTURAL PATTERNS

Module 5.1 Ethnic/Cultural Factors
Module 5.2 Indicators of Gang Affiliation
Module 5.3 Group Dynamics

UNIT 6.0 LAWS OF ARREST (PC 832)
Course mandated by PC 832 and certified by P.O.S.T.

UNIT 7.0 ASSAULTIVE BEHAVIOR AND RESTRAINT TECHNIQUES

Module 7.1 Legal Issues
Module 7.2 Managementof Assaultive Behavior
Module 7.3 Assaultive Behavior Principles
Module 7.4 Evasive Self-Defense
Module 7.5 Mechanical Restraints

UNIT 8.0 TRANSPORT/ESCORT

Module 8.1 Preparation and Follow-up for Transport
Module 8.2 Transport/Escort Procedure

UNIT 9.0 DAILY SUPERVISION

Module 9.1 Handling Emergencies
Module 9.2 Handling Medication
Module 9.3 Safety/Health Standards and Procedures
Module 9.4 Handling Daily Tasks
Module 9.5 Recreation and Leisure
Module 9.6 Work Details

UNIT 10.0 SECURING THE INSTITUTION

Module 10.1 Juvenile Counts
Module 10.2 Locks and Keys
Module 10.3 Security Checks

UNIT 11.0 GROUP AND INDIVIDUAL CASEWORK

Module 11.1 Scope of the JC-Client Relationship
Module 11.2 Resources and Referrals
Module 11.3 Crisis Intervention
Module 11.4 Institutional Casework
Module 11.5 Group Counseling
Module 11.6 Counseling Goals and Plans

UNIT 12.0 REPORT WRITING

Module 12.1 Interviewing/Information Gathering
Module 12.2 Style and Content of Reports

UNIT 13.0 BOOKING AND RECEIVING

Module 13.1 Legal Forms and Reports
Module 13.2 Classification and Housing

UNIT 14.0 RELEASING

Module 14.1 Release Procedure

UNIT 15.0 PUBLIC RELATIONS

Module 15.1 Responding to Questions, Requests, and/or Comments from the Public

UNIT 16.0 TESTIFYING IN COURT

Module 16.1 Court Procedure, Role, and Process
Module 16.2 Courtroom Demeanor and Dress

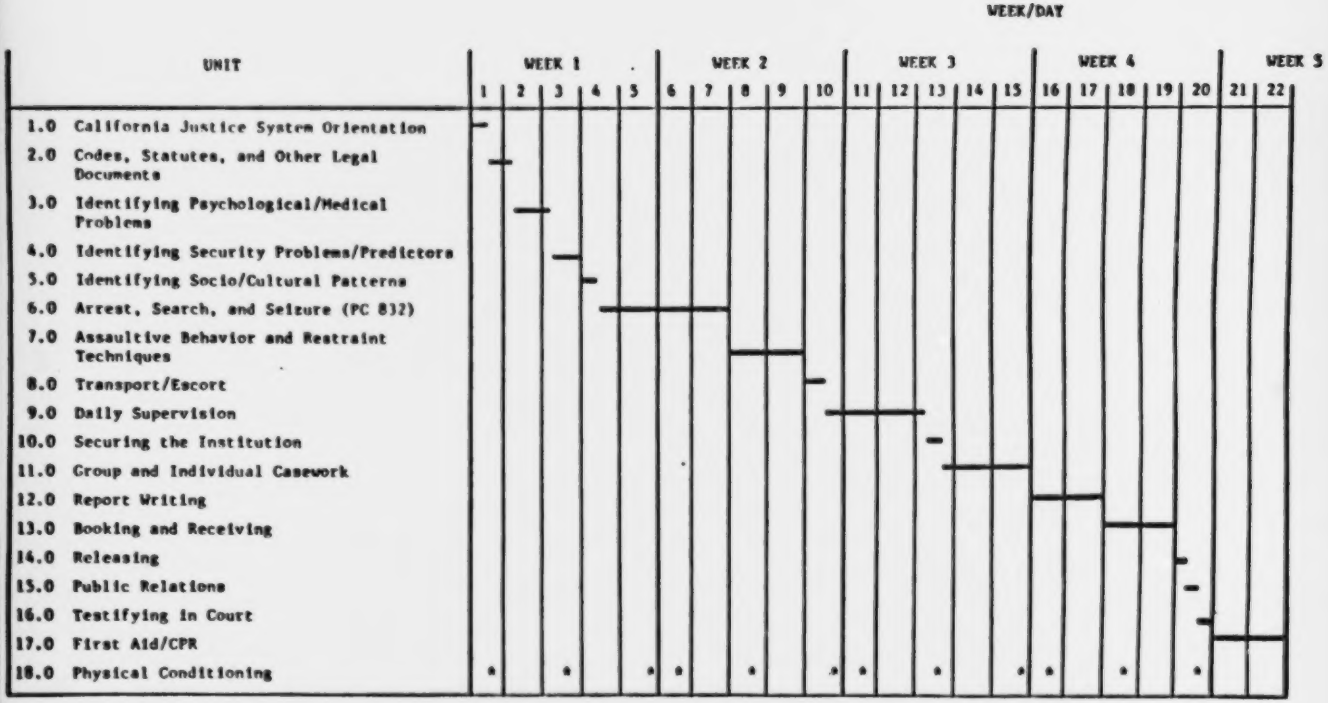
UNIT 17.0 FIRST AID/CPR (Course certified by duly authorized agency)

Module 17.1 First Aid
Module 17.2 CPR

UNIT 18.0 PHYSICAL CONDITIONING

Figure 1

Unit Schedule


WEEK/DAY
UNIT
WEEK 1
WEEK 2
WEEK 3
WEEK 4
WEEK 5
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
1.0 California Justice System Orientation
2.0 Codes, Statutes, and Other Legal Documents
3.0 Identifying Psychological/Medical Problems
4.0 Identifying Security Problems/Predictors
5.0 Identifying Socio/Cultural Patterns
6.0 Arrest, Search, and Seizure (PC 832)
7.0 Assaultive Behavior and Restraint Techniques
8.0 Transport/Escort
9.0 Daily Supervision
10.0 Securing the Institution
11.0 Group and Individual Casework
12.0 Report Writing
13.0 Booking and Receiving
14.0 Releasing
15.0 Public Relations
16.0 Testifying in Court
17.0 First Aid/CPR
18.0 Physical Conditioning

* Physical Conditioning periods are held during the last hour of the day.

Note: For Testing Periods, see Daily Schedule.

4. DAILY SCHEDULE

In this section, a daily course schedule is presented. Each training day is divided into hourly units during which a module or portion of a module will be taught. The recommended instructional methods for teaching each module are also shown in the schedule. Where testing is scheduled, the schedule presents the units or modules to be tested and the test methods recommended for use with that material.

This recommended training model and schedule reflects an eight-hour training day. The total number of hours in this model **exceeds** the minimum instructional and testing hours. It is in this format for the convenience of the training provider and participating agencies for meeting individual needs and emphasizing local concerns. For the training provider, the daily course schedule represents the framework for developing detailed lesson plans. The schedule designates the module to be taught within a given time period. Specific performance objectives and design specifications for each module can be found in Section 5 of this manual.

Because of space limitations, the following abbreviations for instructional and testing methods are used in the daily schedule:

Instructional Methods

L - Lecture with visual aids and/or handouts
C - Case Study
VF - Videotape or Film
AT - Audiotape
D - Discussion
DM - Demonstration or Modeling
RP - Role Play
PF - Practice with Feedback

Testing Methods

JK - Job Knowledge Test (e.g., multiple choice)
WS - Written Skills Test (e.g., essay, report)
BS - Behavior Skills Test (e.g., role play, demonstration)

JUVENILE COUNSELOR CORE COURSE DAILY SCHEDULE

DAY	TIME	MODULE NO. AND TITLE	INSTRUCTIONAL/TEST METHOD
1) Monday	0800-0900	1.1 Roles and Responsibilities of the Juvenile Counselor	L
	0900-1200	1.2 Juvenile Justice System and Process	L
	1200-1300	LUNCH	
	1300-1400	2.1 Legal Foundations for Juvenile Institutions	L
	1400-1600	2.2 Reference Use of the Codes, CYA, and Juvenile Court Rules	L, DM, PF
	1600-1700	18.0 Physical Conditioning	
2) Tuesday	0800-1000	2.3 Common Lawsuits Against Correctional Agencies and Employees	L, C, D, DM, PF
	1000-1130	3.1 Behavioral Observation	L, C, D, DM, PF
	1130-1200	3.2 Indicators of Physcal/Medical Problems	L, C, D, DM, PF
	1200-1300	LUNCH	
	1300-1430	3.3 Indicators of Child Abuse	L, C, D, DM, PF
	1430-1730	3.4 Indicators of Substance Use and Abuse	L, C, D, DM, PF
3) Wednesday	0800-0930	3.5 Indicators of Suicidal Tendencies	L, C, D, DM, PF
	0930-1030	4.1 Classification System	L, C, DM, PF
	1030-1200	4.2 Common Types of Contraband	L
	1200-1300	LUNCH	
	1300-1330	4.3 Common Weapons	L
	1330-1500	4.4 Problems with Non-inmate Movement	L, C
	1500-1600	4.5 Escape Risk	L, C
	1600-1700	18.0 Physical Conditioning	
4) Thursday	0800-0900	5.1 Ehnic/Cultural Factors	L, C, D
	0900-1000	5.2 Indicators of Gang Affiliation	L, C
	1000-1200	5.3 Group Dynamics	L, C, D
	1200-1300	LUNCH	
	1300-1700	6.0 Laws of Arrest	

DAY	TIME	MODULE NO. AND TITLE	INSTRUCTIONAL/TEST METHOD
5) Friday	0800-1600	6.0 Laws of Arrest	
	1600-1700	21.0 Physical Conditioning	
6) Monday	0800-1600	6.0 Laws of Arrest	
	1600-1700	18.0 Physical Conditioning	
7) Tuesday	0800-1700	6.0 Laws of Arrest	
8) Wednesday	0800-1700	TEST 1.0, 2.0, 3.0, 4.0, 5.0	JK, WS
	1030-1130	7.1 Legal Issues	L, C
	1130-1330	7.2 LUNCH	
	1430-1600	7.3 Management of Assaultive Behavior	L
	1600-1700	18.0 Physical Conditioning	
9) Thursday	0800-1100	7.4 Evasive Self-defense	L, C, DM, RP, PF
	1100-1300	7.5 Mechanical Restraints	L, DM, RP, PF
	1300-1400	LUNCH	
	1400-1700	TEST 7.0	JK, BS
10) Friday	0800-1000	TEST 7.0	JK, BS
	1000-1030	8.1 Preparation and Follow-Up for Transport	L
	1030-1200	8.2 Transport/Escort Procedure	L, , D, DM, PF, RP
	1200-1300	LUNCH	
	1300-1600	9.1 Handling Emergencies	L, C, D, DM, PF
	1600-1700	18.0 Physical Conditioning	
11) Monday	0800-0930	TEST 8.0	
	0930-1130	9.2 Handling Medication	L, C, D
	1130-1230	LUNCH	
	1230-1430	9.3 Safety/Health Standards and Procedures	L, C, D
	1430-1600	9.4 Handling Daily Tasks	L, C, D, DM, PF
	1600-1700	18.0 Physical Conditioning	

DAY	TIME	MODULE NO. AND TITLE	INSTRUCTIONAL/TEST METHOD
12) Tuesday	0800-1200	9.4 Handling Daily Tasks	L, C, D, DM, PF
	1200-1300	LUNCH	
	1300-1500	9.4 Handling Daily Tasks	L, C, D, DM, PF
	1500-1700	9.5 Recreation and Leisure	L, C, D
13) Wednesday	0800-0900	9.6 Work Details	L, C, D, DM, PF
	0900-1000	10.1 Juvenile Counts	L
	1000-1100	10.2 Locks and Keys	L, C, D, DM, RP, PF
	1100-1300	10.3 Security Checks	L, C, D
	1300-1400	LUNCH	
	1400-1500	11.1 Scope of the JC-Client Relationship	L, C, D, DM, PF
	1500-1600	11.2 Resources and Referrals	L, C
	1600-1700	18.0 Physical Conditioning	
14) Thursday	0800-1200	11.3 Crisis Intervention	L, C, D, DM, PF
	1200-1300	LUNCH	
	1300-1430	11.3 Crisis Intervention	L, C, D, DM, PF
	1430-1700	11.4 Institutional Casework	L, C, D, DM, PF
15) Friday	0800-1030	11.4 Group Counseling	L, C, D, DM, RP, PF
	1030-1230	11.6 Counseling Goals and Plans	L, C, D, DM, PF
	1230-1330	LUNCH	
	1330-1600	11.6 Counseling Goal and Plans	L, C, D, DM, PF
	1600-1700	18.0 Physical Conditioning	
16) Monday	0800-1000	TEST 9.0, 10.0	JK, WS
	1000-1200	12.1 Interviewing/Information Gathering	L, C, DM, RP, PF
	1200-1300	LUNCH	
	1300-1600	12.1 Interviewing/Information Gathering	L, C, DM, RP, PF
	1600-1700	18.0 Physical Conditioning	
17) Tuesday	0800-1200	TEST 11.0	JK, WS
	1200-1300	LUNCH	
	1300-1700	12.2 Style and Content of Reports	L, C, D, DM, PF

DAY	TIME	MODULE NO. AND TITLE	INSTRUCTIONAL/TEST METHOD
18) Wednesday	0800-1100	TEST 12.0	JK, WS, BS
	1100-1200	LUNCH	
	1200-1600	13.1 Legal Forms and Reports	L, C, D, DM
	1600-1700	TEST 18.0, Physical Conditioning	BS
19) Thursday	0800-1700	13.2 Classification and Housing	L, C, D, DM, PF, RP
20) Friday	0800-1040	TEST 13.0	JK, BS, WS
	1040-1240	14.1 Release Procedure	L, C, D, DM
	1240-1340	LUNCH	
	1340-1440	15.1 Responding to Questions, Requests, and/or Comments from the Public	L, C, D
	1440-1540	16.1 Court Procedure, Role, and Process	L, C, D
	1540-1610	16.2 Courtroom Demeanor and Dress	L, C, D
	1610-1640	TEST 14.0, 15.0, 16.0	JK
	1640-1740	TEST 1.0, Physical Conditioning	BS
21) Monday	0800-1700	17.1 First Aid	
22) Tuesday	0800-1700	17.2 CPR	

5. PERFORMANCE OBJECTIVES AND DESIGN SPECIFICATIONS

In this section, the performance objectives are presented for each course unit and module. To provide further support to the training provider, the objectives have been placed in an appropriate learning sequence, i.e., objectives should betaught in the order in which they appear in this manual. Furthermore, recommended instructional methods and testing methods are given for each objective.

It should be emphasized that these are estimated times, based primarily on rational considerations of the complexity and difficulty of the objective and the amount of time necessary to assess reliably performance on the objective. As a rule of thumb in developing multiple choice tests, most test-takers can complete a single, four-alternative multiple choice item in about one minute (or 60/hr.).

UNIT 1.0

CALIFORNIA CRIMINAL JUSTICE SYSTEMS ORIENTATION

Unit Instructional Time - 4:00*

*The instructional time assigned to the units and modules are presented in "dedicated" tmeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importace within the modules of instruction.

MODULE 1.1: ROLES AND RESPONSIBILITIES OF THE JUVENILE COUNSELOR
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

1.1.1 Identify the legally mandated mission of the California Justice System and Juvenile Justice System.

Instructional Methods/Time: L/20
Job Knowledge Test # 1
Number of Test Items - 2

1.1.2 Identify the major roles and responsibilities of the Juvenile Counselor in the Juvenile Justice System.

Instructional Methods/Time: L/40
Job Knowledge Test # 1
Number of Test Items - 2

MODULE 1.2: JUVENILE JUSTICE SYSTEM AND PROCESS
Module Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

1.2.1 Identify the major historical milestones in the Juvenile Justice System in the United States and in the State of California.

Instructional Methods/Time: L/30
No Test

1.2.2 Identify the major current trends in juvenile justice in the United States and in the State of California.

Instructional Methods/Time: L/30
No Test

1.2.3 Identify the major steps in the Juvenile Justice System from custody to disposition.

Instructional Methods/Time: L/30
Job Knowledge Test # 1
Number of Test Items - 1

1.2.4 Identify the major types of dispositions in juvenile cases.

Instructional Methods/Time: L/30
Job Knowledge Test # 1
Number of Test Items - 1

1.2.5 Identify the roles and relationships of the following components in the Juvenile Justice System.

- juvenile institution
- community agencies
- parents
- CYA
- juvenile hall
- forestry camp
- legislature
- juvenile court
- district attorney
- jurisdictional hearing
- juvenile justice commission
- referee
- judge
- defense attorney
- police department
- probation department
- welfare department
- Department of Corrections
- juvenile justice agencies
- probation officer
- detention hearing
- dispositional hearing

Instructional Methods/Time: L/60
Job Knowledge Test # 1
Number of Test Items - 3

UNIT 2.0

CODES, STATUTES, AND OTHER LEGAL DOCUMENTS

Unit Instructional Time - 4:00*

*The instructional time assigned to the units and modules are presetned in "dedicated" timeframes. the instructional times assgned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 2.1: LEGAL FOUNDATIONS FOR JUVENILE INSTITUTIONS
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

2.1.1 Identify the primary legal references and sources that impact the work of a Juvenile Counselor. These include:

- California Youth Authority Standards
- Codes
- statutes
- case law
- juvenile court orders

Instructional Methods/Time: L/30
Job Knowledge Test # 2
Number of Test Items - 4

MODULE 2.2: REFERENCE USE OF THE CODES, CYA, AND JUVENILE COURT RULES
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

2.2.1 Given a reference to a specific Code section or topic, demonstrate the procedure for accessing that section or information on that topic.

Instructional Methods/Time: L, DM, PF/30
Written Skills Test # 1

2.2.2 Given a sample Code violation, classify it as a misdemeanor or felony using the relevant Code for reference.

Instructional Methods/Time: L, DM/30
Job Knowledge Test # 2
Number of Test Items - 4

2.2.3 Identify the major categories of minors in the juvenile justice system. They include:

- dependents (W & I 300)
- status offenders (W & I 601)
- delinquents (W & I 602)
- minors certified to criminal court (W & I 707)

Instructional Methods/Time: L/30
Job Knowledge Test # 2
Number of Test Items - 2

MODULE 2.3: COMMON LAWSUITS AGAINST CORRECTIONAL AGENCIES AND EMPLOYEES
Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

2.3.1 Identify the major areas of liability of the JC and the possible consequences associated with each. The major issues include:

- . searches
- . disciplinary procedures
- . use of restraint
- . supervision of juveniles of opposite sex
- . medical care
- . court orders
- . confidentiality

Instructional Methods/Time: L, D/60
Job Knowledge Test # 2
Number of Test Items - 5

2.3.2 Given sample situations dealing with juveniles within each of the major areas of legal liability, generate appropriate action to be taken by the JC.

Instructional Methods/Time: L, C, D, DM, PF/60
Written Skills Test # 2

UNIT 3.0

IDENTIFYING PSYCHOLOGICAL/MEDICAL PROBLEMS

Unit Instructional Time - 8:00*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpse of noting their importance within the modules of instruction.

MODULE 3.1: BEHAVIORAL OBSERVATION
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

3.1.1 Presented with a simulated interview or interaction between a client and JC, generate a brief written description of the client's behavior.

Instructional Methods/Time: L, C, D, DM, PF/45
Written Skills Test # 3

3.1.2 Given sample descriptions of juvenile group interactions, identify those juveniles displaying behavioral adjustment problems.

Instructional Methods/Time: L, C, D, DM/45
Job Knowledge Test # 3
Number of Test Items - 5

MODULE 3.2: INDICATORS OF PHYSICAL/MENTAL PROBLEMS
Unit Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

3.2.1 Given verbal or visual descriptions of a client's behavior and appearance, identify the potential existence of a physical problem which calls for medical attention.

Instructional Methods/Time: L, C, D, DM, PF/30
Job Knowledge Test # 4
Number of Test Items - 5

MODULE 3.3: INDICATORS OF CHILD ABUSE
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

3.3.1 Identify the major personality/behavioral and physical indicators of child abuse.

Instructional Methods/Time: L, D/45
Job Knowledge Test # 5
Number of Test Items - 10

3.3.2 Given verbal or visual descriptions of a juvenile's behavior and appearance, generate an opinion and rationale regarding the likelihood of child abuse.

Instructional Methods/Time: L, C, D, DM, PF/45
Written Skills Test # 4

MODULE 3.4: INDICATORS OF SUBSTANCE USE AND ABUSE
Module Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

3.4.1 Generate a description of the common behavioral characteristics, patterns, and physical symptoms associated with the common drugs used by juveniles.

Instructional Methods/Time: L/75
Job Knowledge Test # 6
Number of Test Items - 10

3.4.2 Given verbal or visual descriptions of a juvenile's behavior and appearance, generate an opinion regarding the likelihood of substance abuse and the type of drug involved.

Instructional Methods/Time: L, C, DM, PF/75
Written Skills Test # 5

3.4.3 Given a sample of a commonly used drug, identify its generic and street name.

Instructional Methods/Time: L/30
Job Knowledge Test # 7
Number of Test Items - 5

MODULE 3.5: INDICATORS OF SUICIDAL TENDENCIES
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

3.5.1 Identify the behavioral and emotional characteristics and patterns of a potentially suicidal juvenile, as well as critical times for these juveniles.

Instructional Methods/Time: L, D/30
Job Knowledge Test # 8
Number of Test Items - 10

3.5.2 Given verbal and visual descriptions of a juvenile's behavior and appearance, generate an opinion regarding the degree of suicide risk indicated.

Instructional Methods/Time: L, C, D, DM, PF/60
Written Skills Test # 6

UNIT 4.0

IDENTIFYING SECURITY PROBLEMS/PREDICTORS

Unit Instructional Time - 5:00*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 4.1: CLASSIFICATION SYSTEM
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

4.1.1 Identify key classification factors. These include:

- size, age
- sophistication
- prior escapes
- assault history
- gang affiliation
- homosexuality
- unusual physical/mental conditions
- friends, family members, or victims already in custody

Instructional Methods/Time: L/30
Job Knowledge Test # 9
Number of Test Items - 3

4.1.2 Identify the consequences of incorrectly classifying a juvenile. These include:

- escape
- assault
- homosexual activity
- danger to self or staff

Instructional Methods/Time: L/15
Job Knowledge Test # 9
Number of Test Items - 2

4.1.3 Given a sample case file and sample facility roster, classify the juvenile and assign housing according to key classification factors.

Instructional Methods/Time: L, C, DM, PF/15
Job Knowledge Test # 9
Number of Test Items - 5

MODULE 4.2: COMMON TYPES OF CONTRABAND
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

4.2.1 Identify the common types of contraband, the typical ways they are brought into the institution, and the typical ways they are passed in the institution.

Instructional Methods/Time: L/30
Job Knowledge Test # 10
Number of Test Items - 3

4.2.2 Identify the common types of contraband that juveniles make in institutions.

Instructional Methods/Time: L/15
Job Knowledge Test # 10
Number of Test Items - 2

4.2.3 Identify the reasons a Juvenile Counselor must be aware of contraband within the institution. These include:

. prevents medical and legal problems from smuggled drugs
. prevents injury to staff or juveniles
. helps maintain control

Instructional Methods/Time: L/15
Job Knowledge Test # 10
Number of Test Items - 1

4.2.4 Given a list of items, identify those items that are illegal contraband.

Instructional Methods/Time: L/15
Job Knowledge Test # 10
Number of Test Items - 2

4.2.5 Given a list of items, identify those items that are contraband, but not necessarily illegal.

Instructional Methods/Time: L/15
Job Knowledge Test # 10
Number of Test Items - 2

MODULE 4.3: COMMON WEAPONS
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

4.3.1 Identify the common ways in which weapons are brought into institutions, and how they are concealed once in the institution.

Instructional Methods/Time: L/10
Job Knowledge Test # 10
Number of Test Items - 2

4.3.2 Identify the consequences of allowing weapons to be held in the institution. These include:

- escape
- injury to staff or juvenile
- danger to community

Instructional Methods/Time: L/10
Job Knowledge Test # 10
Number of Test Items - 1

4.3.3 Given a list of everyday items, identify those that can be made into weapons or used as weapons in their original form.

Instructional Methods/Time: L/10
Job Knowledge Test # 10
Number of Test Items - 2

MODULE 4.4: PROBLEMS WITH NON-INMATE MOVEMENT
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

4.4.1 Identify problem situations common with parental visits.

Instructional Methods/Time: L, C/10
Job Knowledge Test # 11
Number of Test Items - 1

4.4.2 Identify common problems that can occur during sibling visits.

Instructional Methods/Time: L, C/10
Job Knowledge Test # 11
Number of Test Items - 1

4.4.3 Identify common problems that can occur during court personnel visits.

Instructional Methods/Time: L, C/10
Job Knowledge Test # 11
Number of Test Items - 1

4.4.4 Identify the benefit of careful supervision during non-inmate movement or visits. These include:

- controls what comes in and out of institution
- promotes staff and juvenile safety
- avoids medical problems from smuggled drugs
- provides information or insight into parent-child interaction

Instructional Methods/Time: L, C/20
Job Knowledge Test # 11
Number of Test Items - 2

4.4.5 Given sample situations with juveniles and non-inmates, generate an opinion regarding the likelihood of problems and identify reasons why.

Instructional Methods/Time: L, C/30
Written Skills Test # 7

4.4.6 Given a list of items, identify which items can be brought into the institution by visitors.

Instructional Methods/Time: L/10
Job Knowledge Test # 11
Number of Test Items - 2

MODULE 4.5: ESCAPE RISK

Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

4.5.1 Identify areas and situations in which the risk of escape is high. For example:

- transport
- loading dock
- receiving area
- outside work detail
- any unsecured area or "blind spot"
- internal movement

Instructional Methods/Time: L, C/30
Job Knowledge Test # 11
Number of Test Items - 3

UNIT 5.0

IDENTIFYING SOCIO/CULTURAL PROBLEMS

Unit Instructional Time - 3:30*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The insructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modues of instruction.

MODULE 5.1: ETHNIC/CULTURAL FACTORS
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

5.1.1 Identify the reasons for taking ethnic/cultural factors into consideration when dealing with juveniles.

Instructional Methods/Time: L, C/15
Job Knowledge Test # 12
Number of Test Items - 1

5.1.2 Given a list of the common ethnic and religious groups found in institutions, identify their significant attitudes, beliefs, and values.

Instructional Methods/Time: L, D/15
Job Knowledge Test # 12
Number of Test Items - 1

5.1.3 Given a list of the common ethnic and religious groups found in institutions, identify group similarities and differences that can result in intergroup problems in institutions.

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 12
Number of Test Items - 2

MODULE 5.2: INDICATORS OF GANG AFFILIATION
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

5.2.1 Identify the characteristics of a juvenile's behavior and appearance when affiliated with a gang, including various specific gangs.

Instructional Methods/Time: L, C/15
Job Knowledge Test # 12
Number of Test Items - 1

5.2.2 Given a description of a juvenile, identify the likelihood of a gang affiliation.

Instructional Methods/Time: L, C/30
Job Knowledge Test # 12
Number of Test Items - 1

5.2.3 Identify the consequences of not taking gang affiliations into consideration when working in institutions.

Instructional Methods/Time: L, C/15
Job Knowledge Test # 12
Number of Test Items - 1

MODULE 5.3: GROUP DYNAMICS
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

5.3.1 Identify verbal and nonverbal warning signs to be monitored when dealing with groups of juveniles.

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 12
Number of Test Items = 1

5.3.2 Given a sample description of a situation involving a group of juveniles, identify the group leader and the juvenile most likely to be victimized.

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 12
Number of Test Items = 1

5.3.3 Given a visual or verbal description of the behavior and appearance of a group of juveniles, generate an opinion and rationale regarding the likelihood of conflict.

Instructional Methods/Time: L, C, D/15
Written Skills Test # 8

5.3.4 Given descriptions of situations with groups of juveniles, identify a group dynamics problem common to each situation. For example:

- meal time
- group counseling sessions
- bathroom/shower activities
- competitive game playing

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 13
Number of Test Items = 5

5.3.5 Identify the reasons for dealing with group dynamics when working in the institution.

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 12
Number of Test Items = 1

UNIT 6.0

LAWS OF ARREST

(PC 832)

(Performance Objectives prescribed by
the Peace Officers Standards and Training Commission)

Subject matter found in this course that is important to the Juvenile Counselor Core Training Course includes those performance objectives that address "Person Search Techniques." Agencies and Providers are encouraged to add this subject matter to the Juvenile Counselor curriculum.

UNIT 7.0

ASSAULTIVE BEHAVIOR AND RESTRAINT TECHNIQUES

Unit Instructional Time - 8:30*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance obectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 7.1: LEGAL ISSUES
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

7.1.1 Identify case laws relevant to the concept of reasonable force.

Instructional Methods/Time: L, C/10
Job Knowledge Test # 14
Number of Test Items - 1

7.1.2 Given descriptions of situations in an institution, identify the appropriate degree of force that should be used.

Instructional Methods/Time: L, C/20
Job Knowledge Test # 14
Number of Test Items - 2

MODULE 7.2: MANAGEMENT OF ASSAULTIVE BEHAVIOR
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

7.2.1 Identify and give behavioral examples of the five phases of the assaultive behavior cycle. The phases include:

- . triggering phase
- . escalation phase
- . crisis phase
- . recovery phase
- . post-crisis depression phase

Instructional Methods/Time: L/50
Job Knowledge Test # 15
Number of Test Items - 5

7.2.2 Identify JC behaviors that can escalate or de-escalate problems in each phase of the assaultive behavior cycle.

Instructional Methods/Time: L/30
Job Knowledge Test # 14
Number of Test Items - 2

7.2.3 Identify the relationship between physiological arousal and quality of judgment during assaultive behavior cycle.

Instructional Methods/Time: L/10
Job Knowledge Test # 14
Number of Test Items - 1

MODULE 7.3: ASSAULTIVE BEHAVIOR PRINCIPLES
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

7.3.1 Given sample descriptions of interpersonal situations with juveniles, identify predictors of assaultive behavior.

Instructional Methods/Time: L/30
Job Knowledge Test # 14
Number of Test Items = 2

7.3.2 Given descriptions of interpersonal situations that may escalate or have escalated to violence, generate behavioral descriptions of appropriate JC actions which take safety and reasonable force into consideration.

Instructional Methods/Time: L/30
Job Knowledge Test # 14
Number of Test Items = 2

7.3.3 Identify the rules to follow to prevent violent interpersonal situations. These include:

- listen for unusual quiet or loud noise level of group
- confront situation -- diffuse tension before problem breaks out; verbally de-escalate
- remain calm and in control
- do not turn your back on juvenile
- isolate or separate problem juveniles when possible
- call for help when needed
- communicate with staff on same and other shifts
- lock up rest of group or isolate them

Instructional Methods/Time: L/30
Job Knowledge Test # 14
Number of Test Items = 2

MODULE 7.4: EVASIVE SELF-DEFENSE
Module Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

7.4.1 Identify the general rules to follow in defending oneself against an assault. These include:

- . avoid using physical intervention unless there is a clear and present danger of physical injury
- . seek the position of defense
- . use your weight and leverage against the client's strength
- . when there is a choice, grasp the client by the clothing rather than by the flesh
- . grasp the limbs at points just above the joints to avoid injuries and gain better leverage
- . recognize that complete control of the client's movement is impossible
- . when containing clients against a wall or the floor, restrict their mobility by holding their face to the surface
- . minimize the space available to the client and maximize the space available to staff
- . once contact has been made, do not let go until all others agree that it is safe; let others know in advance if you must let go
- . use the least amount of physical force necessary to control the situation
- . contact supervisor (any time restraints must be used)
- . document
- . get help as soon as possible

Instructional Methods/Time: L/30
Job Knowledge Test # 14
Number of Test Items - 2

7.4.2 In a simulated assault, execute evasive responses to the following types of attacks:

- . hooking blow with hand
- . overhead blow with hand
- . jabbing blow with or without weapon
- . head-on charge
- . kicking
- . choking
- . bear hug
- . hair pulling
- . biting
- . attack with chair
- . attack with weapons

Instructional Methods/Time: C, DM, RP, PF/120
Behavioral Skills Test # 1

7.4.3 In a simulated assault, execute a defensive response demonstrating the principle of balance control.

Instructional Methods/Time: L, DM, RP, PF/20
Behavioral Skills Test # 1

7.4.4 Identify the potential physical injuries that can result from the use of various holds.

Instructional Methods/Time: L/10
Job Knowledge Test # 14
Number of Test Items - 1

MODULE 7.5: MECHANICAL RESTRAINTS
Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

7.5.1 In a simulated interaction calling for the use of mechanical restraint, execute the application of the following:

- . leg irons
- . protective helmet
- . belt, chain or strap

Instructional Methods/Time: L, DM, RP, PF/120
Behavioral Skills Test # 2

UNIT 8.0

TRANSPORT/ESCORT

Unit Instructional Time - 2:00*

*The instructional time assigned to the units and modules ae presented in dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 8.1: PREPARATION AND FOLLOW-UP FOR TRANSPORT
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

8.1.1 Identify the steps to follow in preparing for and following up transport of a juvenile to and from locations outside the facility. These include:

- check to see if court permission is necessary to take juvenile out
- search vehicle for contraband
- conduct vehicle safety check
- locate radio equipment
- plan route to destination and parking
- check classification of juvenile being transported
- have proper identification
- search juvenile for contraband
- apply appropriate restraints
- set limits/expectations before leaving
- give time and mileage
- plan meal breaks if a long transport and make sure the minor has eaten before leaving if pick-up is near meal time
- ask minor if he/she needs to use the bathroom before leaving the facility

Instructional Methods/Time: L/30
Job Knowledge Test # 16
Number of Test Items = 5

MODULE 8.2: TRANSPORT/ESCORT PROCEDURE
Module Instructional Time: 1:30

8.2.1 Identify the key issues/rules for transporting and escorting juveniles. These include:

- . know classification of juvenile
- . keep juvenile in restraints and, when possible, out of public places
- . walk where you can see them at all times
- . never let juvenile out of your sight
- . keep keys secure
- . for groups, take continual counts
- . notify someone that transport is in process
- . take directly to destination and return
- . know how to get to destination efficiently and securely
- . do not discuss juvenile with people outside
- . do not park illegally

Instructional Methods/Time: L, C, D/20
Job Knowledge Test # 16
Number of Test Items - 4

8.2.2 Identify necessary precautions and special procedures for transporting persons of the opposite sex.

- . log time and mileage
- . if possible, have partner of same sex as client
- . follow departmental policies
- . avoid opposite sex transport if possible

Instructional Methods/Time: L, C, D/20
Job Knowledge Test # 16
Number of Test Items - 4

8.2.3 Given written or verbal descriptions of transport situations, generate an appropriate plan for conducting each transport.

Instructional Methods/Time: L, C, D, DM, PF/20
Written Skills Test # 9

8.2.4 Identify consequences of not properly transporting juveniles. These include:

- . escape
- . danger to community
- . assault
- . injury to juvenile or staff
- . credibility of department or facility may be harmed
- . potential disciplinary action against the JC

Instructional Methods/Time: L, C/10
Job Knowledge Test # 16
Number of Test Items = 2

8.2.5 Demonstrate emergency communication procedures to be used during transport including telephone and radio.

Instructional Methods/Time: L, DM, RP, PF/20
Behavioral Skills Test # 3

UNIT 9.0

DAILY SUPERVISION

Unit Instructional Time - 16:30*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of notng their importance within the modules of instruction.

MODULE 9.1: HANDLING EMERGENCIES
Module Instructional Time: 2:30

PERFORMANCE OBJECTIVES:

9.1.1 Identify the procedures to follow in the event of emergencies involving violence or potential violence. For example:

- . escapes
- . riots
- . bomb threats
- . homicides
- . suicide attempts
- . emotional crises
- . other incidents

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 17
Number of Test Items = 2

9.1.2 Identify the procedures to follow in the event of emergencies involving natural disasters. For example:

- . fires
- . earthquakes
- . floods
- . other natural disasters

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 17
Number of Test Items = 2

9.1.3 Given description of possible emergency situations, generate an appropriate plan for handling the emergency.

Instructional Methods/Time: L, C, D, DM, PF/60
Written Skills Test # 10

9.1.4 Identify the progressive series of interventions. These are:

- . talk
- . get help
- . isolate/segregate
- . physically restrain

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 17
Number of Test Items = 1

9.1.5 Identify consequences of improper handling of emergencies.

Instructional Methods/Time: L, C/15
Job Knowledge Test # 17
Number of Test Items = 1

MODULE 9.2: HANDLING MEDICATION
Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

9.2.1 Identify the steps to follow when passing out medication to juveniles. These include:

- . read medical log
- . give medication as prescribed in writing by medical personnel
- . ensure that proper medication is being given to the proper person at the proper time
- . give medication according to appropriate procedure and ensure that medication has been swallowed.
- . watch them drink
- . look under tongue and cheeks
- . observe behavior
- . log time and date

Instructional Methods/Time: L, D/20
Job Knowledge Test # 17
Number of Test Items - 2

9.2.2 Identify behavior that may indicate the juvenile is not taking medication. These include:

- . running to bathroom
- . juvenile wanting to be alone immediately after taking medication
- . unusual behavior for the juvenile

Instructional Methods/Time: L, C/20
Job Knowledge Test # 17
Number of Test Items - 1

9.2.3 Given a list of commonly prescribed medications, identify the inappropriate reactions to each medication.

Instructional Methods/Time: L/30
Job Knowledge Test # 17
Number of Test Items - 3

9.2.4 Identify signs of juvenile having a reaction to medication. These include:

- . allergic reaction
- . opposite behavior of how medication is supposed to affect juvenile

Instructional Methods/Time: L, C/30
Job Knowledge Test # 17
Number of Test Items - 1

9.2.5 Identify the steps to follow at a juvenile's request to see a doctor. These include:

- . if minor requests treatment, he/she must be given treatment and/or medical personnel must be consulted
- . render necessary immediate first aid
- . notify appropriate authority (e.g., supervisor)
- . document actions taken

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 17
Number of Test Items - 1

9.2.6 Identify consequences of improper handling of medication. These include:

- . possible loss of life or physical harm/illness to juvenile
- . legal liability for negligence
- . allows hoarding of drugs
- . potential disciplinary action against the JC

Instructional Methods/Time: L, C/5
Job Knowledge Test # 17
Number of Test Items - 1

MODULE 9.3: SAFETY/HEALTH STANDARDS AND PROCEDURES
Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

9.3.1 Identify the steps to follow in conducting an inspection for cleanliness and identify what to look for/at during the inspection.

Instructional Methods/Time: L, C/30
Job Knowledge Test # 17
Number of Test Items - 2

9.3.2 Identify the key rules to follow when supervising use of bathroom facilities and shower. These include:

- privacy should be maintained between opposite sex juveniles
- everyone must be visible
- count those going in and coming out
- be aware of classifications
- apply consistent time constraints

Instructional Methods/Time: L, C, D/20
Job Knowledge Test # 17
Number of Test Items - 2

9.3.3 Generate a list of things to watch/look for when supervising use of bathroom facilities and shower. These include:

- sexual misconduct
- marks on body
  - -- tatoos
  - -- bruises
  - -- medical problems
  - -- suicidal marks
- contraband
- make sure minor is clean when done (minors not taking showers may cause problems with the rest of the population)

Instructional Methods/Time: L, C/40
Job Knowledge Test # 18
Number of Test Items - 5

9.3.4 Given sample questions from juveniles regarding personal hygiene, generate answers to each question.

Instructional Methods/Time: L, D/20
Written Skills Test # 11

9.3.5 Identify the reasons for promoting proper safety and health procedures. These include:

- . provide role models for juvenile
- . avoid harm/illness
- . avoid legal liability
- . prevent contraband from being held

Instructional Methods/Time: L, C/10
Job Knowledge Test # 17
Number of Test Items - 1

MODULE 9.4: HANDLING DAILY TASKS
Module Instructional Time: 7:00

PERFORMANCE OBJECTIVES:

9.4.1 Identify the key things to observe in handling clothing and bedding. These include:

- . equitable distribution of clothes
- . missing clothing, i.e., juvenile hoarding clothing for escape
- . clothing must fit well
- . bed and clothing exchange must correspond to CYA standards

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 19
Number of Test Items - 1

9.4.2 Identify the key rules to follow in supervising meal time. These include:

- . staff should always be visible and supervising minors, not sitting together
- . no trading food
- . listen to tone of group
- . watch eating habits (excessive use of sugar or salt)
- . watch for unusual behavior (refusal to eat dessert)
- . meal time is a critical time for problems to arise
- . staff should eat the same food as minors

Instructional Methods/Time: L, C, D/40
Job Knowledge Test # 20
Number of Test Items - 5

9.4.3 Identify the steps in supervising a meal. These include:

- . post meal times
- . allow adequate time for juveniles to prepare
- . determine count
- . assign KP
- . count silverware
- . serve meal
- . report shortages of food
- . serve meals to individuals in rooms
- . clean up

Instructional Methods/Time: L/20
Job Knowledge Test # 19
Number of Test Items - 2

9.4.4 Identify special circumstances involved in feeding juveniles at meal time or other times. These include:

- . get everything back from isolated minor -- document what they eat or if they are not eating
- . if new person is booked, feed upon request, at any time

Instructional Methods/Time: L/10
Job Knowledge Test # 19
Number of Test Items - 1

9.4.5 Identify the reasons for making accurate silverware and tray counts and the general procedure for locating missing silverware.

Instructional Methods/Time: L/15
Job Knowledge Test # 19
Number of Test Items - 1

9.4.6 Identify the reasons for proper supervision of meal times. These include:

- . promotes control of group
- . prevents smuggling food
- . prevents passing contraband
- . promotes social/health skills
- . prevents juveniles from obtaining weapons
- . prevents riots, fights
- . prevents injury to staff or juveniles
- . prevents health hazards
- . prevents starvation or malnutrition

Instructional Methods/Time: L, C/15
Job Knowledge Test # 19
Number of Test Items - 1

9.4.7 Identify the topics that a JC may <u>not</u> discuss with a juvenile. These include:

- . court matters
- . placement plans
- . release plans
- . case
- . medical problems
- . other minors' problems
- . staff
- . their files

Instructional Methods/Time: L, D/40
Job Knowledge Test # 19
Number of Test Items - 2

9.4.8 Identify the factors to consider in responding to a juvenile's question or request. These include:

- . appropriateness
- . time
- . need of juvenile
- . motive
- . whether it is appropriate for you or someone else to respond

Instructional Methods/Time: L, C, D/20
Job Knowledge Test # 19
Number of Test Items - 1

9.4.9 Given a sample of juvenile's questions/requests, identify those that may suggest "hidden agendas." For example:

- . What would you do if. . . ?
- . Why do we do it this way instead of another way?

Instructional Methods/Time: L, D/40
Job Knowledge Test # 19
Number of Test Items - 1

9.4.10 Identify the reasons for proper response to juvenile's questions. These include:

- . maintain staff's control of group
- . reduce juvenile anxiety
- . avoid legal liability
- . avoid acting out behavior by juvenile, e.g., violence, physical danger

Instructional Methods/Time: L, D/15
Job Knowledge Test # 19
Number of Test Items - 1

9.4.11 Given a sample situation involving a juvenile's violation of a rule, generate steps for the JC to take in the handling of rule infractions. Include:

- . confronting situation
- . discussion of rule infraction
- . discussion of consequences
- . discussion of grievance procedures
- . explanation of grievance procedure steps
- . assessment of what consequences to impose after discussion
- . documentation of process

Instructional Methods/Time: L, C, D, DM, PF/120
Written Skills Test # 12

9.4.12 Identify rules of isolation or removal of juvenile from a group using the CYA Standards for reference.

Instructional Methods/Time: L/30
Job Knowledge Test # 19
Number of Test Items - 2

9.4.13 Identify rules for handling juvenile's phone calls (making and receiving calls). These include:

- . assure proper authorization for calls
- . be aware that calls may be emotional issue. e.g., receive upsetting news, apply pressure to parents, pass messages to friends
- . attend to any potential problems, e.g., bad news, argument over phone

Instructional Methods/Time: L, D/30
Job Knowledge Test # 19
Number of Test Items - 1

9.4.14 Identify reasons for proper supervision of juvenile's phone calls. These include:

- . promotes family relations
- . avoids/prevents acting out situations with juvenile; alleviates anxiety -
- . avoids possible legal liability

Instructional Methods/Time: L/10
Job Knowledge Test # 19
Number of Test Items - 1

MODULE 9.5: RECREATION AND LEISURE
Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

9.5.1 Identify the basic principles for supervising juveniles on field trips. These include:

- . keep group together
- . keep juveniles from making contacts outside group
- . terminate activity after any incident
- . take some type of restraint
- . watch for passing of contraband
- . make continual counts

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 21
Number of Test Items - 3

9.5.2 Identify principles involved in supervising juveniles during social activities. These include:

- . describe expectations prior to the activity
- . have male and female staff in coed situation
- . have more than one staff person -- one mingling, one near control system (1:10 ratio)
- . have good lighting of area
- . vary music by ethnic composition of group
- . match activity with maturity and ability level of group

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 21
Number of Test Items - 3

9.5.3 Identify principles for supervising recreational activities. These include:

- . maintain control of activity by designating rules and expectations prior to activity
- . match activity with maturity and ability level of group
- . try to integrate teams
- . keep juveniles within range of vision
- . maintain 1:10 staff/child ratio
- . any problems, terminate activity
- . if alone, stay near alarm system
- . have orderly system for taking turns to avoid problems
- . know the rules of the game and establish yourself as the final authority on the rules

Instructional Methods/Time: L, C, D/45
Job Knowledge Test # 22
Number of Test Items - 10

9.5.4 Identify reasons for proper supervision of recreational activities. These include:

- . avoids frustration, injury, fights
- . too much idle time for juvenile leads to problems
- . provides appropriate interactions with peers
- . provides "success" experience
- . builds skills, self-esteem
- . uses up excess energy

Instructional Methods/Time: L, C/15
Job Knowledge Test # 21
Number of Test Items - 3

MODULE 9.6: WORK DETAILS
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

9.6.1 Given a sample description of various juveniles, generate work assignments for each juvenile according to:

- . past behavior
- . classification status
- . nature of work
- . ability to use tools or learn
- . maturity level of juvenile

Instructional Methods/Time: L, C, D, DM, PF/30
Written Skills Test # 13

9.6.2 Identify the principles for supervising a work detail. These include:

- . do not leave equipment/tools/cleaning supplies lying around
- . everything checked out must be returned
- . be cautious in taking security or suicide risk on work detail
- . never let juveniles out of sight
- . make sure that the task has meaning and gives the juvenile a sense of accomplishment

Instructional Methods/Time: L, C/20
Job Knowledge Test # 21
Number of Test Items - 3

9.6.3 Identify reasons for proper supervision of work details. These include:

- . develops good work skills/habits
- . can build self-esteem
- . proper clean-up results in good sanitation, clean facility
- . avoids dangerous situations, injuries

Instructional Methods/Time: L, C/10
Job Knowledge Test # 21
Number of Test Items - 3

UNIT 10.0

SECURING THE INSTITUTION

Unit Instructional Time - 4:00*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 10.1: JUVENILE COUNTS
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

10.1.1 Identify steps and rules for counting juveniles. These are:

- know how many juveniles should be present
- take physical count -- see skin
- ascertain that all counts correspond
- if discrepancy, recount -- identify who is missing and how many
- notify supervisor
- document

Instructional Methods/Time: L/30
Job Knowledge Test # 23
Number of Test Items = 3

10.1.2 Identify steps and rules in accounting for location of juveniles. These are:

- maintain visual contact
- know where staff is located; notify staff of your whereabouts
- check or note location in log book if juvenile is not present physically or visually
- contact school, court to verify juvenile's presence if appropriate
- notify, communicate information as to location of juveniles to appropriate personnel

Instructional Methods/Time: L/15
Job Knowledge Test # 23
Number of Test Items = 2

10.1.3 Identify reasons for keeping accurate counts and knowing locations of juveniles. These are:

- assures community, staff, and juvenile safety
- avoids legal liabilities
- maintains control by staff over juveniles
- disciplinary action

Instructional Methods/Time: L/15
Job Knowledge Test # 23
Number of Test Items = 1

MODULE 10.2: LOCKS AND KEYS
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

10.2.1 Identify principles for locking and unlocking doors/gates. These are:

- . visually check room
- . do not stand in front of door, but block the passage
- . remove key immediately from door
- . get juvenile out of room and immediately close door
- . check to ascertain that all locks work properly
- . keep keys attached to body, on string, etc.
- . never give keys to juvenile to unlock or lock door for you

Instructional Methods/Time: L, DM, RP, PF/30
Job Knowledge Test # 23
Number of Test Items - 3

10.2.2 Identify steps to take when a door or gate will not open or is jammed.

Instructional Methods/Time: L/10
Job Knowledge Test # 23
Number of Test Items - 1

10.2.3 Identify rules for handling facility keys. These include:

- . keep keys securely fastened to body and in pocket
- . do not give keys to juveniles
- . do not tell juvenile which keys work on which locks
- . keys must be clearly marked or of a different size and shape for juvenile's rooms so staff can find appropriate keys in dark or emergency
- . report and document key losses or damages immediately

Instructional Methods/Time: L, C, D/20
Job Knowledge Test # 23
Number of Test Items - 2

MODULE 10.3: SECURITY CHECKS
Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

10.3.1 Identify things to monitor/observe when conducting security checks. These include:

- . tampered locks/windows
- . excess clothing
- . car in lot where it should not be
- . items left out when they should not be
- . heating ducts
- . rattle doors, windows
- . maintenance, tools, etc.
- . volunteer's purses
- . any unusual situation that does not fit environment

Instructional Methods/Time: L, C, D/60
Job Knowledge Test # 24
Number of Test Items - 10

10.3.2 Identify key concepts in making room searches. These are:

- . stagger times of checks so there is no consistent pattern
- . be methodical and thorough
- . use same procedure; be systematic in each room
- . conduct room and body searches at same time
- . be familiar with common locations for hiding contraband
- . follow chain of evidence after finding contraband
- . search with another staff member as a team to verify findings

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 25
Number of Test Items - 5

10.3.3 Identify reasons for following proper search, security check procedures. These include:

- . prevents escapes
- . provides safety and security for juvenile, staff, and community
- . avoids legal liabilities
- . prevents contraband from being brought into institution
- . prevents loss of case due to improper handling of evidence or search

Instructional Methods/Time: L, C/30
Job Knowledge Test # 23
Number of Test Items - 3

UNIT 11.0

GROUP AND INDIVIDUAL CASEWORK

Unit Instructional Time - 16:30*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance bjectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 11.1: GROUP AND INDIVIDUAL CASEWORK
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

11.1.1 Identify the ethical parameters for a professional relationship between the JC and client.

Instructional Methods/Time: L, C, D/20
Job Knowledge Test # 26
Number of Test Items - 3

11.1.2 Given descriptions of interactions and/or relationships between a JC and a client, generate an opinion regarding the ethical/professional appropriateness of each.

Instructional Methods/Time: L, C, D, DM, PF/40
Job Knowledge Test # 26
Number of Test Items - 7

MODULE 11.2: RESOURCES AND REFERRALS
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

11.2.1 Given a list of potential problems of juveniles, identify an appropriate reference or referral source. These include:

- . county service directory
- . PO
- . nurse at juvenile hall
- . chaplain
- . supervisor
- . mental health personnel

Instructional Methods/Time: L, C/30
Written Skills Test # 14

11.2.2 Given a list of potential problems of institutionalized juveniles, generate a corresponding referral to an appropriate resource to help the juvenile.

Instructional Methods/Time: L, C/30
Written Skills Test # 14

MODULE 11.3: CRISIS INTERVENTION
Module Instructional Time: 5:00

PERFORMANCE OBJECTIVES:

11.3.1 Given a verbal description of a crisis situation in which one or more juveniles are emotionally upset, generate appropriate responses for the JC to take.

Instructional Methods/Time: L, C, D, DM, PF/90
Written Skill Test # 15

11.3.2 Given a list of behaviors, identify those behaviors indicating that a juvenile is "in crisis." These include:

- hysteria
- violence
- silence
- depression
- crying
- withdrawal
- demanding attention

Instructional Methods/Time: L, C, D/105
Job Knowledge Test # 27
Number of Test Items - 5

11.3.3 Identify stress-provoking situations that precede crises. These include:

- court appearances
- visits
- mail
- phone calls
- detention hearings
- intimidation and pressure
- felony arrest
- recent suicide in unit
- lack of outside contact
- confrontation with staff/school personnel

Instructional Methods/Time: L, C/30
Job Knowledge Test # 26
Number of Test Items - 3

11.3.4 Identify appropriate steps for JC to follow in handling an attempted suicide or suicidal juvenile, including recognizing warning signs, questions to ask, and appropriate actions.

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 26
Number of Test Items - 3

11.3.5 Identify the appropriate steps for the JC to follow in handling a drug overdose, including obtaining medical attention for the client and investigating to identify the source of the drugs.

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 26
Number of Test Items - 3

11.3.6 Identify the consequences of improper handling of a juvenile in a crisis situation.

Instructional Methods/Time: L, C/15
Job Knowledge Test # 26
Number of Test Items - 2

MODULE 11.4: INSTITUTIONAL CASEWORK
Module Instructional Time: 2:30

PERFORMANCE OBJECTIVES:

11.4.1 Identify the role of the JC with regard to casework and modifying behavior.

Instructional Methods/Time: L, C,D/30
Job Knowledge Test # 26
Number of Test Items - 1

11.4.2 Identify the basic concepts/principles for modifying behavior. These include:

- . limit setting
- . positive and negative reinforcement
- . rule enforcement and setting of expectations

Instructional Methods/Time: L, C/60
Job Knowledge Test # 26
Number of Test Items - 3

11.4.3 Given descriptions of sample cases of a behavioral problem, generate a plan for changing the behavior using appropriate behavior modification techniques.

Instructional Methods/Time: L, C, D, DM, PF/30
Written Skills Test # 16

11.4.4 Given a list of possible uses of rewards and punishments, identify those which would not be legally defensible or ethically appropriate, using the CYA Standards, PC 673 and the Bill of Rights for reference.

Instructional Methods/Time: L, D/30
Job Knowledge Test # 26
Number of Test Items - 2

MODULE 11.5: GROUP COUNSELING
Module Instructional Time: 2:30

PERFORMANCE OBJECTIVES:

11.5.1 Identify the objectives and common problems of group counseling sessions with juveniles in an institutional setting.

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 26
Number of Test Items - 3

11.5.2 Identify the key concepts in leading groups of juveniles in counseling or problem-solving sessions. These include:

- set rules, expectations for group
- no verbal/physical assaults
- limit time allowed
- specify general topics to be discussed
- encourage constructive participation
- provide alternatives, ideas
- provide feedback on progress or lack of it
- stress confidentiality
- maintain control within established boundaries
- stay on task

Instructional Methods/Time: L, C, D, DM, RP, PF/120
Job Knowledge Test # 28
Number of Test Items - 10

MODULE 11.6: COUNSELING GOALS AND PLANS
Module Instructional Time: 4:30

PERFORMANCE OBJECTIVES:

11.6.1 Given a sample case description, generate case goals and a treatment plan for the juvenile including the following steps:

- review information on juveniles
- identify problems and resources
- identify ability levels
- talk with juveniles about goals and plan for assessing progress
- plan strategy, time, rewards
- document, discuss with co-workers and supervisor
- ensure that the juvenile and parent understand the case goals and plans

Instructional Methods/Time: L, C, D, DM, PF/120
Written Skills Test # 17

11.6.2 Given a sample juvenile case description, generate an assessment of the juvenile's progress toward program goals.

Instructional Methods/Time: L, C, D, DM, PF/60
Written Skills Test # 18

11.6.3 Given sample case descriptions for a group of juveniles, generate group counseling goals and a group treatment plan. Include the following steps:

- review information on juveniles
- identify problems and resources
- identify ability levels
- talk with juveniles about goals and plans for assessing progress
- plan strategy time, rewards
- document, discuss with peers and supervisor

Instructional Methods/Time: L, C, DM, PF/90
Written Skills Test # 19

UNIT 12.0

REPORT WRITING

Unit Instructional Time - 8:00*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 12.1: INTERVIEWING/INFORMATION GATHERING
Module Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

12.1.1 In a simulated interview with a juvenile, demonstrate the following:

- . active listening
- . questioning techniques
- . nonjudgmental response

Instructional Methods/Time: L, C, DM, RP, PF/105
Behavioral Skills Test # 4

12.1.2 Identify the steps to follow in gathering information on individual juvenile. These are:

- . review log and case file
- . talk with juvenile
- . observe interactions with others
- . listen to what other juveniles say about individual
- . talk with other staff, parents, PO, teachers

Instructional Methods/Time: L/30
Job Knowledge Test # 29
Number of Test Items - 3

12.1.3 Given a sample case file and log, identify the items which are important when gathering information on individuals. These include:

- . negative and positive reports of behavior incidents
- . unusual behaviors and/or appearance

Instructional Methods/Time: L, D/30
Job Knowledge Test # 29
Number of Test Items - 4

12.1.4 Given a sample case description, generate a list of appropriate questions to ask when attempting to gather information about the juvenile. These include:

- . why they are here
- . how they are doing
- . goals during and after confinement

Instructional Methods/Time: L, C, DM, PF/30
Written Skills Test # 20

12.1.5 Given a sample case description, generate a list of items to consider when gathering information. These include:

- . where they stand in the hierarchy
- . interaction with staff, parents, peers
- . skills, abilities, interests
- . support system from family
- . social skills
- . maturity level

Instructional Methods/Time: L, C, DM, PF/30
Written Skills Test # 21

12.1.6 Identify principles to consider when trying to gather information on an individual juvenile by talking with other juveniles. These include:

- . take with grain of salt
- . look for convergence across sources
- . consider motives
- . act on what is said, but use discretion
- . look for inconsistent statements

Instructional Methods/Time: L, C/15
Job Knowledge Test # 29
Number of Test Items - 2

MODULE 12.2: STYLE AND CONTENT OF REPORTS
Module Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

12.2.1 Identify the major types of reports written by the JC, and the situations in which each is written. These include:

- incident reports
- crime reports
- information reports
- early release reports
- predispositional hearing reports
- court reviews or behavioral summary
- shift summaries
- behavior reports

Instructional Methods/Time: L/30
Job Knowledge Test # 29
Number of Test Items - 6

12.2.2 Given a sample case of an individual juvenile, generate a behavior summary. Include the following:

- adjustment to overall program
- school performance
- peer and staff relations
- degree of participation in counseling sessions
- response to counseling

Instructional Methods/Time: L, D, DM, PF/60
Written Skills Test # 22

12.2.3 Identify principles to follow in writing reports. These include:

- be factual, specific
- be concise
- include who, what, where, when, how, why
- include your response to incident
- do not include opinions
- should be chronological report of facts
- use professional terminology
- must be legible or typewritten
- place events in chronological order

Instructional Methods/Time: L, C, D/30
Written Skills Test # 23

12.2.4 Given a description of a sample incident with a juvenile, generate an incident report.

Instructional Methods/Time: L, C, D, DM, PF/120
Written Skills Test # 24

UNIT 13.0

BOOKING AND RECEIVING

Unit Instructional Time - 12:00*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are preseted for the purpose of noting their importance within the modules of instruction.

MODULE 13.1: LEGAL FORMS AND REPORTS
Module Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

13.1.1 Generate a chronological list of steps required of the JC in the booking and receiving process.

Instructional Methods/Time: L/30
Job Knowledge Test # 30
Number of Test Items - 1

13.1.2 Given a sample police report and/or booking sheet of charges against a juvenile taken into custody, identify the following:

- age
- jurisdiction
- degree of offense
- misdemeanor or felony
- gender
- co-defendants

Instructional Methods/Time: L, C, DM/30
Job Knowledge Test # 30
Number of Test Items - 2

13.1.3 Given sample booking forms and court documents, identify the following:

- notification of parents
- minor's name, address
- parent's name, address
- likely to flee
- danger to self
- danger to property/persons
- phone rights
- time deadlines
- time taken into custody of police
- violation of Juvenile Court order
- monitored visits
- contact orders, no contact orders
- Miranda rights?
- time frames -- release, in and out

Instructional Methods/Time: L, C, DM/120
Job Knowledge Test # 30
Number of Test Items - 4

13.1.4 Identify the reasons for following proper procedure during booking and receiving. These include:

- . legal liability
- . provides essential information for unit assignment/classification of juveniles
- . may lead to illegal detention and lost case (denial of due process) if done incorrectly
- . ensures follow-through on court orders
- . ensures due process

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 30
Number of Test Items - 1

13.1.5 Identify steps to take and the reasons for completing the medical screening form.

Instructional Methods/Time: L/30
Job Knowledge Test # 30
Number of Test Items - 2

MODULE 13.2: CLASSIFICATION AND HOUSING
Module Instructional Time: 8:00

PERFORMANCE OBJECTIVES:

13.2.1 Identify steps in taking inventory of a juvenile's clothing, property, and/or money.

Instructional Methods/Time: L/30
Job Knowledge Test # 30
Number of Test Items - 1

13.2.2 Identify steps in supervising showering/delousing of new juveniles and issuing clothing and bed supplies to new juveniles.

Instructional Methods/Time: L/30
Job Knowledge Test # 30
Number of Test Items - 1

13.2.3 Given descriptions of a juvenile's behavior in the receiving/holding room, identify potential problems. Behavioral indicators of problems include:

- passing something
- preparing to run
- looking for exit
- much communication between juveniles
- emotional/physical conditions (e.g., crying, hyperactivity)
- changes in behavior or mood

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 30
Number of Test Items - 1

13.2.4 Given a sample case file and housing sheet for a sample institution, generate a classification and housing assignment for a new juvenile.

Instructional Methods/Time: L, C, D, DM, PF/180
Written Skills Test # 25

13.2.5 Given sample questions commonly asked by juveniles at orientation, generate appropriate answers. These questions may concern:

- . grievance procedure
- . facility
- . staff role
- . juvenile's legal status
- . juvenile justice system, court process
- . rules, procedures
- . disciplinary procedures
- . behavior/admission contract
- . juvenile rights

Instructional Methods/Time: L, C, DM, PF/60
Written Skills Test # 26

13.2.6 Identify the juvenile's rights with respect to the following items:

- . bathrooms
- . meals
- . shower
- . clean clothes
- . privileged communication with attorney or minister
- . correspondence
- . religion

Instructional Methods/Time: L, D/60
Job Knowledge Test # 31
Number of Test Items - 10

13.2.7 Identify the important concepts for orienting a juvenile. These include:

- . provide correct information
- . take time to explain thoroughly
- . try to alleviate anxiety
- . do not make judgments
- . promote consistency among staff and self
- . do not tell juvenile what will happen to him/her in court

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 30
Number of Test Items - 1

13.2.8 Identify the reasons for proper orientation of juvenile. These include:

- . failure to answer questions can create confusion/anxiety that can result in acting out behavior
- . good opportunity for JC to begin establishing a rapport with juvenile
- . legal liabilities

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 30
Number of Test Items = 1

13.2.9 In a simulated interview with a juvenile, demonstrate the ability to review a sample behavior contract with the juvenile and answer questions.

Instructional Methods/Time: L, C, D, DM, RP, PF/45
Behavioral Skills Test # 5

UNIT 14.0

RELEASING

Unit Instructional Time = 2:00*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 14.1: RELEASE PROCEDURE
Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

14.1.1 Identify the steps involved in releasing a juvenile. These are:

- make sure person ordering release is empowered to do so
- verify identity of juvenile
- verify date of release and who juvenile is to be released to from release document
- verify identity of minor's guardian
- turn over property according to property sheet
- collect all county property from juvenile
- have juvenile inventory property and sign document
- record

Instructional Methods/Time: L, D/60
Job Knowledge Test # 32
Number of Test Items - 3

14.1.2 Given sample release documents, identify the following:

- juvenile's birth date, name
- person authorizing release
- unique information by which to verify juvenile's identity
- date of release

Instructional Methods/Time: L, C, DM/30
Job Knowledge Test # 32
Number of Test Items - 5

14.1.3 Identify the potential consequences of improperly releasing a juvenile. These include:

- danger to community
- serious disciplinary action against counselor
- legal liabilities

Instructional Methods/Time: L, C/30
Job Knowledge Test # 32
Number of Test Items - 2

UNIT 15.0

PUBLIC RELATIONS

Unit Instructional Time - 1:00*

*The instructional time assigned to the units and module are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 15.1: RESPONDING TO QUESTIONS, REQUESTS, AND /OR COMMENTS FROM THE PUBLIC

Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

15.1.1 Identify the principles for answering questions, requests by family. These include:

- . maintain conversation at professional level
- . do not use institutional slang
- . be clear, concise
- . verify identity of person asking questions
- . do not be afraid to say "I don't know" or that it is not within your authority to answer and refer if necessary
- . be thorough, accurate, and complete in passing on messages
- . be factual
- . do not give opinion or make judgments

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 33
Number of Test Items - 4

15.1.2 Given a list of common questions/requests made by the public, identify the items which would be illegal or unethical to answer using confidentiality laws as reference.

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 33
Number of Test Items - 4

15.1.3 Identify consequences for not following proper procedure when dealing with public. These include:

- . legal liabilities
- . counselor can be subject to disciplinary action
- . department reputation harmed

Instructional Methods/Time: L, C/15
Job Knowledge Test # 33
Number of Test Items - 2

UNIT 16.0

TESTIFYING IN COURT

Unit Instructional Time - 1:30*

*The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 16.1: COURT PROCEDURE, ROLE, AND PROCESS
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

16.1.1 Identify the roles of the key figures in court (e.g., attorneys, judge).

Instructional Methods/Time: L/15
Job Knowledge Test # 34
Number of Test Items - 2

16.1.2 Identify the rules for appearing in court. These include:

- answer only questions asked
- do not elaborate or volunteer information
- use common language and avoid legal, medical, or psychological terminology
- find out why you are being called to testify
- review case materials prior to going to court
- don't take anything to court that you don't want to be seen
- don't use sarcasm or argue with attorneys
- be polite
- don't discuss issue with the public defender, defense attorney, or other interested parties

Instructional Methods/Time: L, C, D/45
Job Knowledge Test # 34
Number of Test Items - 3

MODULE 16.2: COURTROOM DEMEANOR AND DRESS
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

16.2.1 Given sample descriptions of a JC's behavior in the courtroom, identify examples of good and poor courtroom demeanor and dress.

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 34
Number of Test Items - 3

16.2.2 Identify consequences of poor behavior by JC in court. These include:

. quality of testimony may influence outcome of case
. affects credibility of department

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 34
Number of Test Items - 2

UNIT 17.0

FIRST AID / CPR

(COURSE AS CERTIFIED BY DULY AUTHORIZED AGENCY)

Unit Instructional Time - 16:00

MODULE 17.1: FIRST AID
Module Instructional Time: 8:00

PERFORMANCE OBJECTIVES:

Course mandated by law for institutional staff and certified by the authorized agency.

MODULE 17.2: CPR

Module Instructional Time: 8:00

PERFORMANCE OBJECTIVES:

Course mandated by law for institutional staff and certified by the authorized agency.

UNIT 18.0

PHYSICAL CONDITIONING

Unit Instructional Time - 12:00

MODULE 18.1: PHYSICAL CONDITIONING
Module Instructional Time: 12:00 (12 one-hour sessions)

See Physical Conditioning Guide for detailed descriptions of instructional methods.

PERFORMANCE OBJECTIVES:

18.1.1 Perform a series of 14 short duration (30-60 second) exercises enhancing flexibility, agility/coordination, and muscular strength, endurance, and power. Exercises include:

- . Arm Circles
- . Side Bends
- . Windmills
- . Trunk Twists
- . Calf Stretches
- . Quad Stretches
- . Knee Hugs
- . Stride Stretches
- . Stomach Flutter Kicks
- . Knee to Forehead
- . Push-Ups
- . Sit-Ups
- . Side Leg Raises
- . Vertical Jumps

Instructional Methods/Time: DM, PF/10
No Test

18.1.2 Perform a series of four short duration (30-60 second) exercises enhancing whole body agility/coordination and grip, arm, and leg strength. Rest briefly (30-60 seconds) between exercises. Exercises include:

- . Wrist Curls
- . Arm Curls
- . Jump and Duck
- . Leg Presses or Modified Wall Sit

Instructional Methods/Time: DM, PF/8
No Test

18.1.3 Demonstrate/enhance ability to support the weight of a hanging 150 lb. bag and lift and hold it high enough to take all stress off the rope or chain from which it is suspended.

Instructional Methods/Time: DM, PF/2
Behavioral Skills Test #6

18.1.4 Demonstrate/enhance ability to quickly drag a 150 lb. bag or dummy by the handle or strap for a distance of 20 feet or more over a carpeted or flat, mowed grass surface.

Instructional Methods/Time: DM, PF/2
Behavioral Skills Test # 6

18.1.5 Demonstrate/enhance ability to a) walk briskly or jog 150 feet while maneuvering around obstacles and b) lift a 20 lb. fire extinguisher and carry it 75 feet or more while walking briskly.

Instructional Methods/Time: DM, PF/6
Behavioral Skills Test #6

18.1.6 Demonstrate/enhance speed in sprinting a distance of 75 yards on a straight track.

Instructional Methods/Time: PF/6
Behavioral Skills Test #6

18.1.7 Enhance cardiovascular endurance by walking briskly, jogging, or running around an oval track for a continuous period of 15 minutes.

Instructional Methods/Time: PF/15
No Test

18.1.8 Cool down. Slow the heart rate down and stretch out the primary muscle groups by walking at a comfortable pace for three minutes and then performing two minutes of stretching exercises (calf stretch, quad stretch, trunk twists and windmills).

Instructional Methods/Time: PF/5
No Test

6. TEST BY PERFORMANCE OBJECTIVE INDEX

The Test by Performance Objective Index shows the assignment of performance objectives to specific job knowledge, written skills, or behavior skills test. Each test represents a knowledge or skill area that is composed of one or more performance objectives.

Together with the information provided for each objective in Section 5 of this manual, the Test by Performance Objective Index provides a framework for constructing tests to be used in the course. The following steps are recommended:

1. Identify the performance objective(s) to be covered in the test you wish to construct. This is indicated in the right-hand column of the index.

2. To develop a Job Knowledge Test:
   - Determine the number of multiple choice items to be included in the test. This is shown in parentheses in the left hand column of the index.
   - Locate in Section 5 of this manual the performance objectives that are to be included in the test. A "number of test items" specification is shown for each objective. This specification indicates the number of items within the test that should be drawn from a particular objective.
   - Prepare test items.
   - Determine testing time by multiplying the number of test items by one minute.

3. To develop a Written or Behavior Skills Test:
   - Determine the recommended average testing time for each trainee. This estimate is shown in parentheses in the Written Skills Test or Behavior Skills Test column in the index.
   - Locate in Section 5 of this manual the performance objective which is to be covered by the test.
   - Prepare test that can be completed by each trainee in the recommended testing time.
   - For Written Skills Tests, total testing time is indicated in parentheses in the left hand column of the index.
   - For Behavior Skills Tests, determine total testing time by multiplying the average testing time by the number of trainees in the class.

TEST BY PERFORMANCE OBJECTIVE INDEX

Job Knowledge Test # (No. of Items)	Performance Objectives
1 (10)	1.1.1, 1.1.2, 1.2.3 - 1.2.5
2 (15)	2.1.1, 2.2.2, 2.2.3, 2.3.1
3 (5)	3.1.2
4 (5)	3.2.1
5 (10)	3.3.1
6 (10)	3.4.1
7 (5)	3.4.3
8 (10)	3.5.1
9 (10)	4.1.1, 4.1.2, 4.1.3
10 (15)	4.2.1 - 4.3.3
11 (10)	4.4.1 - 4.4.4, 4.4.6, 4.5.1
12 (10)	5.1.1 - 5.2.3, 5.3.1, 5.3.2, 5.3.5
13 (5)	5.3.4
14 (15)	7.1.1, 7.1.2, 7.2.2, 7.2.3, 7.3.1 - 7.3.3, 7.4.1, 7.4.4
15 (5)	7.2.1
16 (15)	8.1.1 - 8.2.2, 8.2.4
17 (20)	9.1.1, 9.1.2, 9.1.4 - 9.3.2, 9.3.5
18 (5)	9.3.3
19 (15)	9.4.1, 9.4.3 - 9.4.10, 9.4.12 - 9.4.1
20 (5)	9.4.2
21 (15)	9.5.1, 9.5.2, 9.5.4, 9.6.2, 9.6.3
22 (10)	9.5.3
23 (15)	10.1.1 - 10.1.3, 10.2.1 - 10.2.3, 10.
24 (10)	10.3.1
25 (5)	10.3.2
26 (30)	11.1.1, 11.1.2, 11.3.3 - 11.4.2, 11.4.4, 11.5.1
27 (5)	11.3.2
28 (10)	11.5.2
29 (15)	12.1.2, 12.1.3, 12.1.6, 12.2.1
30 (15)	13.1.1 - 13.2.3, 13.2.7, 13.2.8
31 (10)	13.2.6
32 (10)	14.1.1 - 14.1.3
33 (10)	15.1.1 - 15.1.3
34 (10)	16.1.1 - 16.2.2

TEST BY PERFORMANCE OBJECTIVE INDEX (Continued)

Written Skills Test # (Time)	Performance Objectives
1 (5 min.)	2.2.1
2 (5 min.)	2.3.2
3 (5 min.)	3.1.1
4 (5 min.)	3.3.2
5 (5 min.)	3.4.2
6 (5 min.)	3.5.2
7 (5 min.)	4.4.5
8 (5 min.)	5.3.3
9 (5 min.)	8.2.3
10 (5 min.)	9.1.3
11 (5 min.)	9.3.4
12 (5 min.)	9.4.11
13 (5 min.)	9.6.1
14 (10 min.)	11.2.1, 11.2.2
15 (5 min.)	11.3.1
16 (10 min.)	11.4.3
17 (60 min.)	11.6.1
18 (30 min.)	11.6.2
19 (60 min.)	11.6.3
20 (5 min.)	12.1.4
21 (3 min.)	12.1.5
22 (5 min.)	12.2.2
23 (5 min.)	12.2.3
24 (10 min.)	12.2.4
25 (5 min.)	13.2.4
26 (10 min.)	13.2.5

Behavior Skills Test # (Time)	Performance Objectives
1 (12 min./trainee)	7.4.2, 7.4.3
2 (2 min./trainee)	7.5.1
3 (3 min./trainee)	8.2.5
4 (6 min./trainee)	12.1.1
5 (6 min./trainee)	13.2.9
6 (16 min./trainee)	18.1.3 - 18.1.6

7. PERFORMANCE OBJECTIVES BY TASK INDEX

In this section, the Performance Objectives by Core Task Index is presented. This index shows the relationship of each performance objective to one or more core tasks performed by Juvenile Counselors.

An effective training course must provide trainees with knowledges and skills that are directly related to job performance. The following index documents the job-relatedness of each performance objective that has been included in the JC Basic Training Course. Because of space limitations, core tasks are listed by number in this index. Section 8, however, presents the tasks in their entirety. The task numbers shown in the following index correspond to the task numbers in the Section 8 task list. Together, these sections will enable the reader to study the relationships between core tasks and performance objectives.

JUVENILE COUNSELOR

PERFORMANCE OBJECTIVES BY TASK INDEX

Performance Objective	Relevant Core Task
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1.2.1	All Core Tasks
1.2.2	All Core Tasks
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1.2.4	6, 18, 20, 21, 56, 152, 153, 154, 155, 157
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2.2.1	1, 3, 10, 13, 17, 24, 57, 58, 59, 102, 1 105, 113, 131, 132, 133, 134, 194
2.2.2	1, 23, 25, 27
2.2.3	1, 23, 25, 27
2.3.1	1, 3, 6, 9, 10, 12, 13, 16, 17, 22, 23, 25, 26, 27, 39, 41, 42, 47, 53, 54, 55, 56, 60, 62, 63, 64, 65, 66, 68, 69, 70, 79, 80, 87, 88, 102, 103, 105, 107, 108, 109, 110, 111, 112, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 129, 152, 153, 154, 155, 181, 182, 183, 191, 192, 194
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3.1.2	11, 182
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3.5.2	10, 11, 17, 182
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4.1.2	12, 79, 191
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4.2.4	9, 26, 118, 119, 120, 121, 122, 123, 1 131, 132, 133, 134
4.2.5	9, 26, 118, 119, 120, 121, 122, 123, 1 131, 132, 133, 134
4.3.1	9, 117, 131, 132, 133, 134
4.3.2	9, 26, 117, 118, 119, 122, 123, 124, 1 132, 133, 134
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Performance Objective	Relevant Core Task
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Performance Objective	Relevant Core Task
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8. LIST OF CORE TASKS FOR JUVENILE COUNSELORS

The following list is provided for the convenience of the training provider. This list presents the tasks and responsibilities that were identified as necessary and important for JCs to perform their job. The list is taken from the Job Analysis Questionnaire used in the STC-PDI Job Analysis Study. The original item number is included in the list. (The numbers are not sequential because not every task in the questionnaire was identified as a core task.) This list may be of assistance in reading the Performance Objectives by Task Index. The numbers used to identify tasks in the index are the same numbers used in the list provided here. Due to space limitations, the tasks were not written out in their entirety in the index. This list provides the task or responsibility written out in full detail.

Juvenile Counselor Core Tasks

1. Review police report of charges against juveniles taken into custody.

3. Review booking forms and court documents for accuracy and completeness.

6. Notify parents or guardians of juvenile's status.

9. Inventory and take custody of juvenile's property, clothing, and/or money.

10. Supervise showering/delousing of new juveniles.

11. Observe juvenile in receiving room/holding unit while he/she awaits move to assigned housing.

12. Classify juvenile (for example, according to security risk factors) and assign housing.

13. Verify identity of juveniles before releasing.

15. Turn over property and/or money for releases, get appropriate signatures, and record/log.

16. Prepare forms, cards, file jackets necessary to initiate juvenile's facility records.

17. Issue clothing, bedding supplies to new juvenile.

18. Brief new juvenile regarding facilities rules and procedures, meal schedules, etc.

20. Answer juvenile's questions about the facility, staff counselor's roles, juvenile's legal status, and the juvenile justice system.

21. Review with the juvenile a behavior/admission contract specifying expected behavior at the facility and obtain juvenile's signature, indicating he/she has read and understood the contract.

22. Escort juveniles individually or in groups to and from locations within facility (for example, classrooms, work details, infirmary, court holding room, interview, visiting, or phone rooms).

23. Transport juveniles individually or in groups to and from locations outside the facility (for example, other facilities, recreational centers, law enforcement agencies, hospitals, courts, airports).

24. Supervise juveniles outside facility (for example, in hospitals, at funerals, at court, at church).

25. Apply appropriate restraints for transportation (for example, handcuffs, transportation belts).

26. Search juvenile for weapons, contraband, narcotics before transporting.

27. Search transportation vehicles for weapons, contraband, narcotics.

30. Inspect rooms/dorms, room contents, and other areas for cleanliness.

31. Supervise the juveniles' use of bathroom facilities.

32. Supervise juveniles when they shower.

33. Pass out supplies (for example, toothpaste, soap, combs, razor blades) and collect returnable supplies.

34. Explain personal hygiene procedures to juveniles (for example, shampooing directions).

35. Conduct/supervise clothing or bedding exchange.

36. Sort/supervise sorting of dirty linen and clothing for the laundry.

39. Review medical log and make note of medical restrictions.

41. Pass out medication, observe juvenile taking it, and record if taken or refused.

42. Identify juvenile in need of medical or psychiatric care and obtain appropriate help.

43. Release juveniles for meals in dining hall at appropriate times.

44. Prepare meals/snacks for juveniles.

45. Feed/supervise feeding of juveniles in rooms or dormitories.

46. Supervise feeding of juveniles in dining hall, cafeteria, or food service area, monitoring and maintaining control.

47. Verify tray and silverware counts.

49. Report food shortages to shift supervisor or kitchen.

51. Serve and monitor special diets.

52. Monitor and intervene in disputes between juveniles (before a fight occurs).

53. Break up fights between juveniles.

54. Break up "horseplay".

55. Conduct on-the-spot (for example, crisis intervention) counseling with juveniles.

56. Respond to juveniles' questions or requests.

57. Interview juveniles following a serious rule infraction and make a written report.

58. Inform juvenile of reason for and type of disciplinary action to be enforced.

59. Enforce appropriate disciplinary action.

60. Lead group problem solving discussions/youth forums with juveniles.

61. Evaluate and grade juveniles' behavior for merit lists, leadership programs, daily point and/or "good week" systems.

62. Monitor and supervise juveniles' phone calls.

63. Supervise juveniles' activity in exercise room or yard.

64. Coach juveniles involved in athletic and/or recreational activities.

65. Participate in sports or game activities with juveniles.

66. Supervise juveniles in indoor game activities.

68. Supervise check out and return of indoor game materials and outdoor sports equipment.

69. Plan and schedule outdoor recreational activities.

70. Plan and organize indoor games, field trips, and social activities.

71. Issue equipment/tools/cleaning supplies.

72. Instruct/train juveniles in safety procedures and safe use of tools.

73. Inspect work equipment for safety.

74. Supervise juveniles working in juvenile institution areas (sweeping, cleaning, removing trash, working in kitchen, doing laundry).

75. Supervise work of kitchen crew before and after meal set-up and clean up of floors, tables, and dishwashing.

77. Supervise clean up of work equipment.

78. Conduct and write initial evaluation on individual juveniles, including an assessment of youth's background, capabilities, problem areas.

79. Participate in the classification of assigned juveniles.

80. Develop counseling goals and individualized treatment plans.

81. Counsel juveniles on a one-to-one basis.

82. Conduct formal or structured group counseling sessions with juveniles.

84. Evaluate extent to which juvenile is making satisfactory progress toward program goals.

85. Confer with others about status of juveniles (for example, other counselors, probation officers, court personnel, mental health workers).

86. Make recommendations for program advancement/graduation.

87. Prepare/update/file juveniles' records, roster, housing cards, personal data cards.

88. Update daily rosters recording special status (for example, security risks, activity restrictions) and/or requests for special escort (for example, to court, clinic, appointment with probation officer).

89. Log all juvenile movement in and out of rooms and facility (for example, transportation, transfers, bookings, discharges, and work details).

90. Log movement of all others entering and leaving the facility (for example, visitors, civilian workers, volunteers).

93. Log facility/unit inspections, security checks, disposition of juveniles' property/clothing.

94. Log facility keys in and out.

95. Compute and record "good time", "work time", and release dates.

96. Do facility/unit population counts (for example, weekly count of juveniles in the facility/unit, number of admissions and releases, transfers).

100. Fill out facility forms (for example, repair requisitions, work requests, order forms).

101. Record all activities or incidents, occurring during shift, in daily journal or log.

102. Write incident reports for rule violations/unusual situations.

103. Write disciplinary reports.

104. Prepare individual evaluation reports (for example, case review committee reports).

105. Write escape reports and supplementary escape reports.

107. Count juveniles.

108. Verify juvenile counts against roster, log, or computer-listed numbers.

109. Report count discrepancy to supervisor or central control.

110. Maintain visual contact with all juveniles.

111. Account for location and status of juveniles to ensure each is in his/her proper place.

112. Lock and unlock rooms/dormitories and other gates/doors.

113. Operate and control lights in rooms/dormitories.

114. Make security rounds/checks, making visual check of juveniles.

115. Make fence check prior to escorting juveniles outside (for example, for recreation).

116. Conduct security checks of rooms, room fixtures, bars, locks, windows, doors, kitchen equipment.

117. Keep inventory of all dangerous tools/weapons/silverware.

118. Conduct search of rooms/units/dormitories..

119. Check/search all areas accessible to juveniles (for example, dayrooms, kitchen, library, visiting rooms, recreation areas) for contraband, weapons, or other evidence of unauthorized or illegal activities.

120. Screen incoming or outgoing mail.

121. Distribute mail to juveniles or collect juveniles' outgoing mail.

122. Conduct pat search of juveniles.

123. Conduct strip or body search of juveniles.

124. Confiscate contraband materials.

125. Check to see that all equipment is functioning properly (versus repairs needed).

126. Patrol areas within facility other than housing (for example, hallways).

127. Conduct outside/perimeter checks or perform outside/perimeter patrol duty.

128. Investigate disturbances or suspicious activities.

129. Assist in search for missing/escaped juveniles within or outside of facility.

130. Account for facility keys (for example, count keys,verify against key log).

131. Admit/release visitors, including attorneys, ministers, and juveniles' visitors.

132. Screen and, if warranted, search visitors or their belongings.

133. Supervise contact visits in order to prevent smuggling of contraband or other unauthorized or illegal activities.

134. Search articles, packages, property, money left by visitors for juveniles.

138. Activate alarm system to alert all staff in case of an emergency (for example, assault, fire).

139. Dispatch help in emergencies or disturbances.

140. Assist personnel in another unit/cottage in an emergency.

141. Extinguish or help extinguish fires.

142. Evacuate juveniles from area or facility (for example, because of fire).

143. Conduct fire drills.

144. Apply first aid to juveniles or coworkers.

145. Administer CPR to juveniles or coworkers.

146. Talk to prior shift to acquire information and, later, to oncoming shift to pass on information.

147. Communicate via intercom and/or telephone with central control or other personnel within facility (for example, to request door unlocking).

148. Call central control or other appropriate area to inform them of juvenile movement (for example, juvenile issued pass to go somewhere, juvenile sent to dining hall).

149. Check in with central control/switchboard/county communication headquarters at required intervals.

150. Verbally notify central control or maintenance of needed repairs (for example, plumbing, broken equipment).

151. Report suspicious activity inside and outside facility (for example, vehicles, persons) to supervisor or central control.

152. Answer questions and provide information to persons visiting facility.

153. Notify parents/guardians and/or probation officer of any change in juvenile's status (for example, need for medical treatment, AWOL, discipline or behavior problems).

154. Answer questions/provide information to various regulatory agencies and commissions (for example, California Youth Authority, Juvenile Justice Commission).

155. Answer incoming phone calls, giving information (about facility, policies, individual juveniles); route calls or take messages.

156. Make announcements/give information over P.A. or paging system.

157. Testify in court.

158. Pursue juveniles on foot (running).

159. Walk or stand for long periods of time.

160. Run to the scene of a disturbance or emergency.

161. Physically subdue or restrain a violent juvenile by yourself.

162. Physically subdue or restrain a violent juvenile with the help of another person.

163. Physically separate two fighting juveniles by yourself.

164. Physically separate two fighting juveniles with the help of another person.

165. Defend yourself against a juvenile armed with a weapon (for example, knife); disarm and subdue juvenile.

166. Search areas for contraband that are not easy to access (for example, under beds, in, behind, and around large equipment, vehicles).

167. Carry heavy objects (for example, injured or unconscious juvenile or piece of equipment).

168. Lift heavy objects (for example, injured or unconscious juvenile or piece of equipment).

169. Drag heavy objects (for example, injured or unconscious juvenile or piece of equipment).

170. Push hard-to-move objects by hand (for example, furniture, piece of equipment).

172. Jump over obstacles.

173. Use body force to gain entrance through barriers (for example, locked doors).

180. Listen for unusual sounds or sounds that may indicate illegal activity or disturbance (for example, whispering, scuffling, sudden quiet or change in noise level, horn honking, rattling of chain link fence).

181. Watch for indications of illegal activity or disturbance in relative darkness (for example, visually check juveniles in relatively dark room or dorm, perceive a flash of car lights or movement outside at night).

182. Watch for indications of illegal activity or disturbance in normal lighting (for example, inside facility while lights are on or outside facility during daylight hours).

183. Investigate accidents or crimes that occur within the facility by interviewing witnesses and suspects, collecting and preserving evidence, and/or taking photographs and lifting fingerprints.

185. Participate in juvenile grievance proceedings; hear grievance informally.

186. Attend staff meetings or confer with supervisors concerning operations/functioning.

187. Attend and participate in training programs, classes, and seminars.

188. Clock/sign in and out and receive assignment and any special orders.

189. Read internal memos, correspondence.

190. Read unit log entries.

191. Read juveniles' records, noting special handling codes (for example, security risks, behavior problems, suicide risk).

194. Read court orders to ensure compliance with special directives regarding care and custody of juveniles.

195. Coordinate/contact outside resources for the benefit of juveniles (for example, employers, volunteers, community agencies).

198. Assist juveniles with school work.

200. Give assignments and/or instructions to other facility personnel.

202. Coach, train, or assist in training other facility personnel.

JUVENILE COUNSELOR

SKILL MAP/CORE TASK LINKAGES

SKILL MAP #	CORE TASKS
1.1	1
1.	1,3,194
1.3	6
1.4	9
1.5	10,17
1.6	11
1.7	12,79
1.8	13
1.9	15,16
2.1	16
2.2	18,20,21
3.1	22
3.2	23,25,26,27
3.3	24
4.1	30
42	31,32
4.3	33
4.4	34
4.5	35,36
4.6	39
4.7	41
4.8	42
4.9	43,44,45,46,49,51
4.10	47
4.11	52
4.12	53,54
4.13	55
4.14	56
4.15	57,5,59
4.16	60
4.17	61
4.18	62
5.0	63,64,65,66,68,69,70
6.0	71,72,73,74,75,77
7.1	78,79
7.2	80,195,198
7.3	81,198

SKILL MAP #	CORE TASKS
7.4	82
7.5	84,85,104,191,194
7.6	86
8.1	87,88,9,90,93,94,95,96,100,101,188,189,190,191
8.2	102,103,105,190,191
9.1	107,108,109
9.2	110,111
9.3	112
9.4	113
9.5	114,115,116,16,127
9.6	117
9.7	118,119
9.8	120,121
9.9	122,123,124
9.10	125
9.11	128
9.12	129
9.13	130
10.0	131,132,133,134
11.0	138,139,10,141,142,143
12.1	146
12.2	147,148,149,150,151
12.3	152,153,154,155,156,195
12.4	157
14.1	183
14.2	185